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Toward Better Libraries

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Editor's Note. This is a good general introductory article. It will emphasize for the small high school what is too often neglected; namely, the school library. It will suggest, too, that in the larger high school, the working relation between librarian and classroom teacher is not always as co-ordinated as it should be. The article was prepared as an address at a library conference held in Spokane, Wash., last fall.

THE chief essential in the library of the Catholic high school is a trained librarian, one who devotes her entire time to this work. Her abilities should include an adequate knowledge of library procedure, a deep, discriminating love of books, and above all, the personality that makes pupils enthusiastic about library assignments. She must have not only the personality that allures to brighter worlds but also the culture that leads the way thither. She must have infinite patience and resourcefulness in dealing with her reading public and the tact and generosity that will enable her to work harmoniously with the other members of the faculty. That this is not an easy task is obvious, but the religious librarian has the aid of supernatural motives and rewards to incite her to approximate as nearly as may be the ideal. The consideration of the immense field of possibilities that is hers for the formation of character will arouse her best energies. How frequently has it happened that a wisely selected book placed in the hands of a pupil has proved a turning point in his or her life.

The librarian will do well to study the attitude of librarians in public libraries; in many cases it will prove a revelation of courtesy and eagerness to be of service, from which the religious librarian may well draw lessons.

In smaller Catholic high schools it is not always possible to have a full-time librarian. The next best substitute is the part-time teacher of literature, who has had adequate training at an accredited library school, but she should have pupil or other assistance for the routine labor. Such a teacher is in danger of being overtaxed and consequently lacking in the serenity of disposition that is so necessary for the right library atmosphere; she has, however, the advantage of knowing the classroom teachers' difficulties and will co-operate with them all the more willingly.

It would be possible to write this entire paper on the qualifications of the Catholic librarian, her needs for professional growth, her means of securing this growth and her opportunities to throw open windows in the souls of her pupils. However, it is with the stocking of the library that this paper is chiefly concerned. To secure a well-balanced library each of the following classes of books must have adequate representation: "tool" books,

religion, poetry, biography, essay history, fiction, science, and fine arts. Fortunately of the making of lists as well as of the making of books, there is no end. Indeed, these lists are likely by their very comprehensiveness to prove bewildering. It is best, therefore, to acquire a working nucleus in each of the departments before mentioned, to which discriminating additions may be made year after year.

Tool Books and Reference Works

No matter how small the library, certain "tool" books are indispensable. These include a Webster's *New International Dictionary* (our library has a Funk and Wagnall's *New Standard* in an adjoining classroom where it may be used for purposes of comparison). The *Catholic Encyclopedia* and its offspring, the *New Catholic Dictionary*, will be among the first purchases. For a general encyclopedia we have found that the *Americana* gives the most comprehensive treatment of subjects. Then there is the *New International*, the *Britannica* (bigoted in its treatment of certain Catholic subjects), and *Nelson's Looseleaf*, which is less durable than the others. A good atlas, such as the *Rand McNally World Atlas*, is a real necessity, no matter how small the library. And certainly the same is true of the *Readers' Guide to Periodical Literature*, without which up-to-date material is practically locked to the pupil. The *Catholic Periodical Index* performs the same function for Catholic periodicals. One wonders how many of our educators are alive to the significance and value of this most praiseworthy undertaking begun in 1930. For information about public people of our own time there are: *Who's Who*, *Who's Who in America*, and *Authors Yesterday and Today*, the latter containing brief attractive biographies of modern writers. A highly desirable volume is the *Oxford Companion to English Literature*, newly published by the Oxford University Press (price, \$4.50) which contains a concise alphabetical arrangement of literary allusion. The *World Almanac* would of necessity be included in any list of minimum essentials and, as opportunity offers, the best special reference books should be added.

As to books proper the librarian might profitably make a spiritual retreat of a few days taking for companions a checking pencil and some such group books as the following: *Adventures in Reading*, a suggestive shopping list that is at the same time a delightfully readable series of book chats by May Lamberton Becker; *The Catholic Library World*, issued by the National Catholic

Educational Association; *What Can Literature Do for Me*, by C. Alphonso Smith; *The Man Behind the Book*, by Henry Van Dyke; *Beauty in Letters*, by Kathleen Norris; *The Catholic Church and Current Literature*, by George Shuster, especially the two chapters, "The Index of Forbidden Books" and "The Contemporary Renaissance." Two pamphlets invaluable for our present purpose are: *Library Books for the High School*, published by the Archdiocese of Dubuque, and *Books for Home Reading*, compiled by the National Council of Teachers of English, Chicago. When the librarian emerges from retreat she will have a working list of titles for her shelves, classified under religion, poetry, drama, biography, essay, history, science, fiction. Such a list should be on hand with the indispensable books starred, so that when opportunity comes her way she may spend every penny to the best advantage. This list should be checked, first of all, with the faculty of her school, whose needs and preferences should receive special consideration.

Books on Religion

The religion section should be just as attractive as is humanly possible to our Catholic boys and girls. For some reason, perhaps through mistaken motives of economy, books on religion have too often been clothed in unattractive garb. A pleasant exception is Father Dunne's *The Mass*, whose cover, delightful to the eye and to the touch, invites to further investigation. Besides the reference books mentioned earlier, such standard commentaries as *Introduction to the Holy Scriptures*, by Rev. Francis Gigot; *Practical Handbook for the Study of the Bible*, including individual studies of the sacred books, by Dr. Michael Seisenberger; *Outlines of Bible Knowledge*, Archbishop Messmer; *A Practical Commentary on Holy Scripture*, Bishop Knecht, and the *Introduction to the Bible*, Father Laux, will be in continual demand among the more advanced students. An adequate number of copies of Holy Scripture should be the most accessible volumes in the library. The book reviews of our standard Catholic publications will call attention to new works on the Liturgy, too long an almost blank section of the religion-shelf space. Such works as *The Mass Liturgy*,

Boeser, and *Holy Mass*, a 1932 Benziger publication, are helping to remedy this condition.

Another gap of long standing now being filled is that of attractive and authentic lives of the saints. A few among many are: *Saints and Festivals*, Mother Mary Salome; *The Silver Legend*, Taylor; *Saints by Firelight*, Barclay (a class that has studied "Macbeth" will be charmed with the story of Malcolm's wife, Saint Margaret of Scotland, in this collection); *Bible Studies*, Mullany; *Christ's Twelve*, F. J. Mueller; and the colloquial *By Post to the Apostles*, Helen Homan Walker. Our children, big and little, are regrettably ignorant concerning their princely brothers of the Royal Court of Heaven, the Angels. There are five timely volumes that help to remedy this condition: *The Holy Angels*, Father O'Connell, S.J.; *The Angel World*, Father Blackmore, S.J.; and *Angels Good and Bad*, Father Houck; *The Spirit World About Us*, by Father Husslein, S.J., and *Presenting the Angels*, by Sister M. Paula, S.N.D. These books should be in special demand for October assignments in religion classes.

Books of Poetry

For poetry one cannot do better than shop from the excellent list in the Dubuque pamphlet, which includes, besides the standard poets, the splendid Catholic contribution, and, first of all, Francis Thompson's works. The complete three-volume edition published by Burns, Oates and Washbourne, is desirable. *Happy Ending*, our own Louise Imogen Guiney's volume of poems selected by herself, and the poems of Chesterton, Lionel Johnson, the Kilmers, Alice Meynell, and Father Tabb should be starred for early buying. Coventry Patmore's poetry is, in general, beyond the grasp of high-school minds except a few of his exquisite lyrics which may be found in the recent Catholic anthologies. And of these every library should acquire at the first opportunity: *The Catholic Anthology*, by Thomas Walsh, which culls the flowers of all lands and of all ages, and has a section of Catholic poems by non-Catholics; *Modern Catholic Verse*, by Theodore Maynard; *Anthology of Catholic Poets*, by Shane Leslie; *Dreams and Images*, by Joyce Kilmer. *The*



Library, Mt. Mercy Academy, Pittsburgh, Pa.

America Book of Verse also contains many delightful lyrics.

This list is by no means exhaustive and the librarian should continue to add to it, as the religion classes will make as much use of these volumes as the literature classes and should be encouraged to make their own anthologies in keeping with the Church Cycle, as anthologies of Christmas (*Yule Fire*, by Marguerite Wilkinson will prove popular in December), Marian poems, Eucharistic poems, or those dealing with the Holy Angels or the Holy Souls.

The Biography Shelves

It is a safe general statement that the weakest section of our libraries is the biography division; and yet no other department of literature has provided such a wealth of material in the past two decades. We need to stock many more well-written and appealing lives of the great, and since the truly great are God's heroes, we need, above all, well-written lives of the saints. The teachers both, of religion and of literature, have here valuable aids for the sturdy building of character and for teaching a sound philosophy of life. Here is found the corrective for the distorted views of life and for the literature of futility — if it can be called literature — that is the chief output of our printing presses today. In these biographies we find high aspirations, self-sacrifice, suffering so gallantly borne that it is transmuted into glory. A concrete example is the *Heroic Life of St. Vincent de Paul*, by Henri Lavedan. Then there is the delightful *St. Francis of Assisi*, by Chesterton, *The Curé of Ars*, by Henri Gheon, *St. Elizabeth of Hungary*, by Von Schmidt-Pauli, *St. Catherine of Siena*, and *St. Bridget*, by Alice Curtayne, *St. Teresa of Avila* and *St. Augustine*, by Catherine Mullany. It is assumed that every library is in possession of the standard lives of Christ by Fouard, Le Camus, Maas, and Elliott. The latest and one of the best for high school is the *Public Life of Our Lord Jesus Christ*, by Alban Goodier, S.J.

For a good general list of biography see Becker's *Adventures in Reading*, from which I would omit *The Mauve Decade*, by Thomas Beer, since its brilliancy is offset by its flippancy and superficiality. I would also omit *Eminent Victorians*, by Lytton Strachey because of his complete inability to understand spiritual values in his treatment of all four characters that comprise his volume, and notably Cardinal Manning. To this list should be added such inspirational volumes as *Alice Meynell*, by Viola Meynell; *Francis Thompson*, by Everard Meynell; *Mother Alphonsa*, Walsh; *God's Jester*, Norman; *Emily Dickinson*, Bianchi; *Mère Marie of the Ursulines* and *Père Marquette*, by Repplier; *Cardinal Newman*, by May; *Damien of Molokai*, by Caudwell; *The High Romance*, by Michael Williams and, by all means, *The Romantic Rebel*, by Hildegard Hawthorne. There is, in fact, a most satisfying range of choice. And I have a pet theory that here the largest fraction of the library fund should be invested, and that these volumes should furnish most work for the repair room.

Observations on Fiction

The lists given above suggest the best volumes of essays for high-school reading and also give the standard lists of fiction. This ground has been covered so often that it would be superfluous to repeat. Among recent works of fiction first place should be assigned to the poignant spiritual Odyssey of Jacopone da Todi — *A Watch in the Night*, by Helen White. *The Veil of Veronica*, by Gertrude Von Le Fort, will also charm the more mature students.

The *Wilson Bulletin for Librarians*, May, 1932, contains a particularly good list of historical fiction classified for the following periods: ancient times, Middle Ages, Renaissance and Reformation, France and the French Revolution, United States early history, Revolutionary Period, Nationalism and Democracy, Civil War, also French Canadian fiction. The Catholic librarian will have little censoring to do — two French titles only. A still more comprehensive bibliography of period background may be found in the *Wilson Bulletin* for December, 1933. For American background the *Life of Cardinal Gibbons*, by Allen S. Will, will be appreciated by advanced classes.

Music and Art

The fine arts suggest among many others the following: Constance Morse's *Music and Music Makers*, which gives the history of music from the earliest times to the present day; *Alice in Orchestra*, by Ernest La Prade; a guidebook to the operas as *First Aid to the Opera Goer*, by Mary Fitch Watkins; *Art Through the Ages*, by Helen Gardner; *People and Music*, by McGehee; *Pictures Every Child Should Know*; *The Raphael Book*, by Roy Fraprie; *The Riverside Art Series*, by Estelle Hurl. In the fine arts the range of choice is constantly widening, and any suggested list is in danger of finding itself soon outmoded.

The Science Section

In the science section, likewise, range and quality of material are gratifying. The selection of references will depend on the sciences that are stressed in the individual school. *Creative Chemistry*, by E. E. Slosson, is now a science classic. There are several delightful books on the stars that will prove fascinating to any general-science class and to older pupils as well, as: *Splendors of the Sky*, by Lewis; *Friendly Stars*, by Martin; *Book of the Stars for Young People*, by Olcott; *Evenings with the Stars*, by Proctor; *When the Stars Come Out*, by Robert H. Baker, and the delightful *The Stars Through Magic Casements*, by Julia Williamson. There is no thrill to be got out of books greater than the rapture these young watchers of the skies feel when a new planet, new to them, swims into their ken.

Just-for-Fun

A just-for-fun section should include *Kathleen*, by Christopher Morley, which will cure the worst case of blues known to the psychoanalysts. *The Early Worm*, and *Love Conquers All*, by Robert Benchley; *Penrod* and *Penrod and Sam*, by Booth Tarkington; *Winnowed Wisdom* and *Nonsense Novels*, by Stephen Leacock; *Alias Ben Alibi*, by Irvin Cobb; the "Tish" books by Mary Roberts Rhinehart; *Perfect Behavior*, by Donald Ogden Stuart; and *Parnassus on Wheels*, by Christopher Morley, make satisfying nucleus.

And now a word more about the physical make-up of books. A book with a beautiful binding, the remark bears repetition, has an instant appeal; and here the school library has an advantage over the public library, since its books escape the ugly uniforms which the latter must put on. Attractive illustrations in colors allure not only little folk but all readers. Satisfactory paper and clear black readable type are indispensable. Better fewer books than any physical strain.

The Question of Censorship

Finally, the question of censorship will arise. It is obvious that the librarian has been doing his or her own censoring, especially in the choice of fiction, so that little censoring on the student's part is called for. It is

best, perhaps, in order to avoid stimulating the intellectually curious, not to emphasize official censorship in books, and indeed there are few titles on the Roman Index that pupils would ordinarily care to read. But the librarian correctly assumes that it is the duty of Catholic teachers both of religion and of literature to train pupils to be their own censors. Our Catholic pupils should have so great a love for holy purity that they will almost automatically close the avenues of the senses to indecent presentations either in books or in pictures. There remain, however, the "spotted list"—books objectionable in parts which they will inevitably meet.¹ Here they should

¹These put a special burden of responsibility on the teacher of literature.
—Editor.

be taught to read discriminatingly, to skip scenes too dangerously stimulating, to turn away from immodest pictures.

And, Finally

To borrow the motto of the ill-starred queen, "My end is my beginning." To wit: of what avail are heaps of treasure, fine gold and rare pearls of literature, unless there is a guide to point the way to the hidden chests. Here the enthusiastic and cultured librarian can effectively supplement the work of the classroom teacher. She must know all fields and be prepared to supply the most varied wants. She must be a specialist in books and in students.

Religious Textbooks

Edward A. Fitzpatrick, Ph.D.

THE textbook is becoming more and more significant in Catholic education, particularly in the teaching of a religion. There are, of course, increasing numbers of them. It is therefore imperative that teachers as well as diocesan superintendents and committees of teachers should have in their mind some definite questions to be answered in judging the value of a textbook. I mean some other standard than the mere question of price. Too often the religious textbook has been selected purely on the basis of price. If it were cheap (and it was in more ways than one), it was acceptable. There is a grave responsibility on publishers and editors to make textbooks that are both good and inexpensive. Today we shall concern ourselves, however, only with the question of the goodness of the book.

A survey was made of the State of Indiana of the religious education in that state, particularly among the Protestant denominations. Part of the survey was concerned with the measuring of the value of the church-school textbook. The following article is a running commentary on this scale with notes of some impressions of recent Catholic textbooks.¹

A scale was prepared which is the basis of the following with a relative value indicated by the number of ing suggestions. There were in the scale six main head-points after each.

1. Mechanical Features, 115.
2. Style, 100.
3. Pedagogical Organization of Lessons, 250.
4. Teaching Helps in the Individual Lesson, 140.
5. Teaching Helps Involved in the Organization of the Book as a Whole, 125.
6. Content, 270.

Mechanical Features

The mechanical features relate to type, attractiveness of the page, pictorial illustrations, organization of the page, and make-up of the book. The ability to judge the type will depend on the student's knowledge of the investigations which have very definitely established certain type sizes for children of various ages. On this general subject there is an interesting comment in an article by Guy Montrose Whipple in the *Elementary School Journal* of April, 1935. The legibility of the type will be deter-

mined not only by its size, but by the leading and the word spacing. One is surprised to find in numbers of recent books very poor marginal arrangements of the page. The pictorial illustrations (under this heading) apply purely to the artistic value of the picture and the excellence of the mechanical execution of cuts. Even on these subjects, teachers are not able to analyze the ineffectiveness of cuts, and it is important that committees working on the approval of textbooks should have disinterested professional advice. Perhaps a word might be said here that would have to be said somewhere under a later heading, and that is: One finds in Catholic religious textbooks a tendency to make the illustrations of the textbooks purely ornamental and decorative rather than informative, instructive, and reinforcing for the particular lesson. Sometimes pictures apparently have no justification except to break the monotony of the pages of type. The organization of the page may be viewed exactly as a matter of display. Do the important ideas catch your eye? Are there appropriate paragraph headings? Do the headings indicate the relationship between paragraph and the development of the subject? Of course, in a textbook the final point is of considerable importance, the make-up of the book, to be determined by its attractiveness, its durability, and the quality of the paper.

Pedagogical Features

Under the second heading are included the whole problem, not only of the actual literary merit of the style, but the appropriateness of the vocabulary, the content and method of attack, for the students for whom the book is intended. One notes with considerable interest the extent to which the books are advertised as conforming to the Thorndike list. It should be remembered particularly, however, that many words which should be in the Catholic child's vocabulary at the respective ages in the Thorndike list, are not found in that list. In view of the intimacy of the religious experience of the child a vocabulary is possible to him which is not generally available to Protestants of greater years. A Catholic vocabulary therefore would have to be especially constructed for the Catholic textbooks.

The pedagogical organization of lessons centers first about the aim. Is there a definite and attainable aim? Is it clearly and simply stated in the text or in the teachers' manual? Is the material so organized and subordinated so that the aim is evident throughout, and at the

¹Athearn, Walter S., *The Indiana Survey of Religious Education*, Vol. II, "Measurements and Standards in Religious Education," George H. Doran Co., pp. 110-114.

conclusion of the lesson, is the aim definitely clinched and consummated? This emphasis on a definite aim is often violated both in the structure of the lesson in the text, and in the manual too. The organization of many curriculums in religion make such definite organizations about an aim unlikely.

There should be, if the religion series is well done, definite provision for controlling the study and for insuring the functioning of the instruction. This will include such factors as assignment, guided study, references for the checking of homework, as well as use of illustrations, charts, maps, and pictures for purpose of clarification of ideas. It will also include provision for motivation, for drill, and for application of ideas.

It will provide also for the enrichment of the instruction by uses of poetry, hymns, religious practices, applications to life, masterpieces of art, music, and activities reinforcing the main instruction.

Teaching Helps

The preceding pedagogical organization can be made effective only if proper teaching helps or practical aids are provided for the generality of teachers. The major factor here is a well-conceived and well-executed teacher's

manual. This must not be an afterthought but an integral part of the program. It will include valuable supplementary references for the teacher, a wealth of suggestions for the teacher, and specific teaching aids and outlines.

The teaching helps provided should not only provide for the individual lesson, but for the work of the grade as a whole, and even for the relationship to all the books in the series. Under this heading will be included supplementary teaching material and aids of a more general nature, and providing for a correlation with other subjects. To give the teacher a perspective on the whole course, the curriculum for all grades should be in the hands of each teacher so that she can see what she is building on, and lay the foundations for what is to come.

The final heading to be considered here is the content of the books. This considers the problem in a twofold relationship: the relationship to the child on the one hand, and on the other, the relationship to the general and specific educational objectives. This factor, is, of course, decisive. No matter how admirable all the rest is, unless the material is suited to the child and calculated to achieve the educational objectives, it must be rejected. Of course the significance of other headings is dependent on this one.

The Textbook as a Course of Study *Paul V. Bacon*

LET us begin with a postulate on which we can all agree; namely, that schools exist, not for the profit of the publishers, not for the glorification of the pedagogues, but for the education of the children.

My purpose is to point out that there is a common ground of understanding at which we may arrive by the exercise of a little practical common sense. I refer to what some might call the integration of the textbook and the course of study. By *course of study* I mean, not the program of studies, but the detailed outline of a given subject as a guide to teacher and pupil. By *textbook* I mean a book designed for classroom use, carefully prepared by experts in the field and equipped with the usual teaching devices, such as pictures, maps, charts, tables, questions, tests, and a complete Teachers' Manual stating objectives, methods, and technique, and giving every possible aid that might be of service even to the most inexperienced teachers, including answers to all the questions and problems in the textbook.

Someone has truly said that there are more brains connected with education than there are problems to solve, and that, therefore, educationists often set themselves to solve problems that do not exist. Out of this condition probably come what are called "fads." Out of it certainly comes the superfluity of courses of study.

Last year at the N.E.A. meeting at Cleveland we heard from one interesting speaker that 35,000 courses of study had been collected by Columbia Teachers College. Another speaker showed the great difficulty of finding textbooks to meet these various courses. To avoid the confusion and maladjustment emphasized by these two speakers, my proposal is that the textbook should be the course of study.

There is nothing radical in this suggestion. Most textbooks today are the result of careful, scholarly study by practical teachers who have thus embodied in concrete,

teachable form the principles that seem to them to make up the ideal curriculum. Thus the textbook is a kind of standardized test of the course of study. The result of winnowing and refining over a long period of time. Will anyone claim that as much testing and experience go into the average course of study? Furthermore, the textbook is before the entire public of the United States for everyone to criticize, and it is constantly improved by such criticism. The course of study on the other hand is local. Few teachers see it, compared with the large number that see a standard textbook, and even those few usually hesitate to criticize it for fear of offending the local authorities.

The textbook is the heir of all the ages. Homer wrote the first one, and his works — largely memorized by the ancient Greeks — were the foundation of an education which produced a quality of intellectual culture never since equaled. The sanest precepts of pedagogy, now all too frequently concealed in an efflorescence of polysyllabic verbiage, were simple proverbs to the Attic youth. "Not too much of anything," "not quantity but quality," "know thyself," are mottoes representing the Greek ideals, without which there can be no enrichment of education. They are applied in every successful textbook, but are lacking in many courses of study.

In every golden age, whether of Pericles, Augustus, the troubadours and Mennenger, or Elizabeth, the cultural life has sprung from, and rested upon, books or their equivalent. The geometry of Pythagoras and Euclid, the history of Thucydides, and Livy, the grammar of Quintilian, etc., were the textbooks of their times and all contributed to the sum total of knowledge represented by the textbook of today.

During all these times the textbook — or what was its equivalent — bore the bulk of the burden of learning. And so it is today. This statement is made, not as the

boast of a publisher, but as a compliment to the teacher. A defense of the textbook, far from being a slight upon the teacher, is rather a eulogy of the teaching profession, for it is usually the best teachers who are selected for the difficult task of authorship. Thus an attack upon textbooks and their use is a direct attack upon the most successful representatives of the pedagogic profession, since the textbook is the crystallization of the best thought and experience of outstanding teachers.

It is the teacher who makes the textbook. The publisher helps, but the teacher furnishes the practical experience. As the teacher contributes most pedagogically to the textbook, so he profits most from it, not only practically in the classroom, but also financially. By this I mean that publishers pay authors in royalties more than they take out of the business in profits, and pay them whether there is a profit or not.

This idea of integrating text and course has proved most workable. Within the past two years the states of New York, Minnesota, and Montana have outlined new courses of study for the upper grammar grades, all of which are met by existing textbooks. In the *Oregon Education Journal* for February, 1935, occurs the following statement: "Under the direction of Superintendent Lynn A. Parr of Marshfield a committee is now at work preparing a course of study in health education for the elementary and high schools of the state based on the recently adopted textbooks." Indeed, every really successful state syllabus either follows a textbook that already exists or results in the immediate production of a new one.

One glance at large classes and long curricula shows the utter futility of providing a Mark Hopkins for every pupil. Yet what else can approach that ideal except the textbook? Certainly no better medium has yet been found to give effectiveness to a course of study. By no other means, compatible with the dictates of economy, can so efficient a collation and attractive display of teaching materials be made. By no other means can the diversities of teaching ability and experience in a school system be stabilized.

American education would benefit materially if the Schools of Education could be persuaded to train their students to select suitable textbooks as their courses of study, instead of encouraging them to celebrate their initiation into new positions by issuing at the expense of the community theoretical courses impossible of embodiment in the only practical medium of instruction — the textbook.

For too long it has been the fashion in certain educational circles to look down upon the textbook, to criticize its use as the chief medium of instruction, to pretend that such use hampers the enrichment of the course. In proof of this, certain educationists would have us believe that European instructors belittle the textbook and do not depend upon it so much as our American teachers. This is a half-truth which conveys an entirely erroneous impression. Those of us who have been to school abroad and have also visited the schools of the most advanced European countries know that there the textbook is the basis of instruction and is thoroughly mastered by the pupils before the teacher ventures to take them into broader fields. The textbook and the course of study are identical until the textbook is learned. I say *learned* because in Germany the word for study below the university is *lernen*. *Studieren* applies only to advanced work. If European schools profit by having the textbook as the basis of the course, how much more could such a system profit us here with our superior American textbooks?

Parenthetically it might be added here that the past 25 years have seen, especially in Germany and in France,

a flattering effort on the part of school authorities to emulate the quality of American textbooks. The German commission which visited this country a few years ago was more impressed with the American textbook than with any other phase of our educational system except the physical equipment of the schools in library, shop, and laboratory.

Above all things let us combine for a frontal attack on the heresy that the teacher ought not to be dependent on the textbook. Until we have individual teachers for each pupil, our classroom teachers will be forced to rely on the textbook, in order to be able to refer all members of the class at once to the same passages, and to make efficient assignments of future lessons. As in France and Germany, the practical teacher here will very properly continue to make the textbook the basis of instruction, thus giving himself more time to devote to enriching the course out of his own knowledge and experience.

The so-called library method of instruction, that is, the use of a number of different books by members of the class, is a confession that the teacher is incompetent to choose the best textbook. It stands to reason that among all the books used in the library method there are many inferior ones, but there is always one best suited to the work the teacher desires to present. This she should take the trouble to select and adopt, so that every pupil in the class may have the benefit of the best available material for learning. A teacher who is incompetent to do this is hardly capable of giving systematic instruction with the so-called library method.

Why then should educationists try to avoid dependence on the textbook, seeking strange and complicated ways out of their difficulties, when a sane and simple solution is at hand? I am tempted to quote Goethe's well-known verse:

Willst du immer weiter schweifen?
Sieh, das Gute liegt so nah!
Lerne nur das Glück ergreifen,
Denn das Glück ist immer da!

The suggestion in this paper, far from being a counsel of reaction, is a plea for progress. No progress results from the multiplication of courses of study which cannot be assimilated by the pupil. Progress can come only if these courses are properly represented in adequate, concrete means of instruction. If curriculum writers would take the trouble to familiarize themselves with the latest materials for instruction, they would seldom find it necessary to construct new courses of study. At the present time, interesting, accurate, attractive, and up-to-date textbooks can be found in practically every subject taught. If some individualist feels the urge to set before his pupils material not to be found in any existing book, let him before putting it into a special course of study, search his own mind to see if there was not a good reason, pedagogic or other, why the experienced teachers who wrote all the existing textbooks, saw fit to omit it. If he can find no reason and the matter still seems vital, let him then try to write it, not into a course of study, but into a textbook where it can be learned. You may be sure that he will not have to look far for a dependable publisher, if his material is valuable.

To some this suggestion of a definite course founded on the textbook might seem to be a recommendation for centralized control, such as we find in state uniformity. In practice the very opposite would be the case, because local teachers choose the books and thus each city could have the textbook — and hence the course of study — best suited to its needs. If a set of teachers know that they are not bound by a separate course of study, and thus feel free to select the books they think will best

present the subject, they will secure far better results in their selection than if forced to fit the available practical books to the Procrustean bed of a theoretical course. In other words, the recommendation of this paper leads to the choice of the best textbooks by the teachers who will use them, and thus gives the child the best material for instruction.

The recommendation for uniformity between course of study and textbook is equally a recommendation against state uniformity. It is a recommendation for a closer contact between teacher and textbook, whereas

under state uniformity the individual teachers have no choice in the book that they are asked to use.

Most of the poor teaching in the country comes from the unsuccessful efforts of well-meaning teachers to make some excellent textbook fit an impossible course of study. The simple remedy for this difficulty is the identification of the course of study with the book which the teacher considers best. This is only fair to the teacher, on whom falls the brunt of the work, and above all it profits the pupil, who after all should be the object of our chief consideration.

The Catholic Library Association and its Work *Rev. Peter J. Etzig, C.Ss.R.**

THERE has always been, to a greater or less extent, a distinct library-mindedness in the Catholic Church. Mothering, as she has ever done, all that is good and true in man's intellectual life, she has always had in her fold those who devoted themselves to the task of preserving the output of her scholars. From the day of her birth, she has gathered to herself men and women of original and vigorous thought whose works have defied the disintegrating power of time. This heritage of crystallized thought has been reverently preserved by scholars of every age—not only by scholars who devoted themselves to creative writing of history, philosophy, and literature, but also to the apostolate of cherishing and preserving all that is grand and precious in recorded human thought. These have dedicated their lives in enriching the lives of others with what has been produced by the greater spirits of preceding years. These men and women we call librarians.

Nor has this office been neglected in our own days. We need but to enter the libraries of our greater schools and homes of religious life, and walk among the shelves and stacks, to realize that days and days have been sacrificed here that others may have human knowledge available to them. But we must be candid with ourselves, and confess that we as librarians—Catholic librarians—have not been entirely faithful to our trust. For years there has been action and movement in the ranks of librarians under the aegis of the American Library Association. There has been judicious planning, effective action, and splendid achievement, and for such we as librarians are grateful. Yet, the truth stands out clearly, that although this fine organization has been a great help, it is at once a challenge to us; not a challenge of competition or of duplication, but a challenge of being true to what has been given to us. It has striven for years, 58 to be precise, to deepen professional idealism, to spread technical aid, and to fuse librarians into organic effort, and in these three things Catholics may well examine themselves.

Beginning of the C.L.A.

A group of librarians recognized the deficiencies of these three things in the Catholic ranks, and met together under the guidance of the National Catholic Educational Association, and formed what for ten years was to be known as "The Library Section." Here year after year librarians met in varying numbers, but with encouraging enthusiasm, and discussed their problems. But with the progress of years came the growing conscious-

ness that the only adequate means of achieving success in their work, was complete autonomy. Accordingly, at the last session of the "Library Section" in Philadelphia, 1931, a tentative plan of a constitution was adopted, and a resolution of definitive separation from the Educational Association was passed and later ratified by the Executive Committee of the Association. This was the birthday of the Catholic Library Association.

From that day till this, a short space of a little over three years, the Library Association has held its National Conventions, its Regional Meetings, and Local Conferences; it has to date enlisted several hundred Catholic librarians. It has outlined a program of action and has undertaken several works of great importance to Catholic libraries as well as to secular libraries. The Association is endeavoring to bring the scattered and individual work of many of the Catholic librarians to bear upon a co-operative plan of help and effectiveness, by organization of local units which bring together librarians of small areas to discuss things that touch them personally. These discussions in turn feed the Regional Meetings with the matter for more extensive discussion and broader handling. The National Conventions endeavor to build up the personal scholarship and the idealism of the librarian, and launch such undertakings which need the help of the entire Association for success.

Works of the C.L.A.

An example of this latter might be the planning and the undertaking of a *Catholic Index of Periodical Literature*. Thus the field which might remain fallow because of lack of support or co-operation is brought to fruition by the power of organization. This forms one of the very important offices of the Catholic Library Association.

The second office is the spread of technical aid. By this is meant the study and survey of methods of librarianship, such as classification, subject headings, filing of clippings and other loose materials. Librarians interchange ideas regarding book selection and book display. They discuss various methods of interesting people and pupils in books. They interest themselves in library construction and other technical problems. Thus the fruit of personal research and personal experiment are made the legacy of all. The Association has therefore a special standing committee on Technical Problems, another on Bibliography, another on Books and Periodicals. It is now studying the possibility of periodical back-indexing, and has begun work on a Bibliography of Catholic Literature; one of its members is making extensive research in Children's Literature; one of its committees co-operates with the Wilson Company to secure the inclusion of

*President of the Catholic Library Association.



Sir Thomas More — Engraved from an original drawing
by Hans Holbein.

Catholic items in the Essay and General Literature Index; another member is now bringing to conclusion an exhaustive classification on Religion which will be the last word on the subject. Other members are working out book lists for various departments, such as High School, Parochial School, Vacation Readings. There is a standing Editorial Committee that controls the policies of the *Catholic Periodical Index*, and a Publicity Committee that will see to the necessary publicity which the Association's activities need. There is also a Committee on subject headings which is working toward a final list of subjects suitable for Catholic thought. Members are also helped considerably by a Duplicate Exchange wherein periodicals are interchanged and missing numbers obtained at the nominal cost of transportation. Thus it can be seen that the Association within its brief existence, has expanded itself into a field of technical achievement that is not merely helpful but prophetic of what its possibilities are.

The third office which the Association is endeavoring to fulfill is the deepening of professional idealism for the librarian. There can be no question that the American Library Association has laid all professional librarians under lasting gratitude in this matter. But it remains true, that no matter how high the American Library Association raises the standard of this profession, it can never adequately handle the idealism that belongs to the Catholic librarian. As with all things Catholic, the proper source of evaluation is founded in what faith gives us. It follows then that the idealism of any work that is linked with this faith, necessarily demands the viewpoint of faith. This becomes quite clear, when we realize that all Catholic librarianship is closely associated with the Teaching Magisterium of the Church, that every Cath-

olic librarian handles truth as a sacred thing and considers himself or herself as devoted to an office that is sacred. When this is properly realized, everyone becomes convinced of the importance of proper training and technical skill, and the all-importance of true Catholic scholarship if he is to prove himself worthy of his calling. There has long been a belief among some that librarianship at its best is but a watchmanship of books, an ability to keep books in proper order, an originality in displaying wares. But these are mere accidentals of the profession. Interior convictions of purpose, and scholarship to match the high ideals that the profession of the Catholic librarian contains—these are the things that the Association endeavors to clarify and awaken in its members. The interchange of ideas that meetings offer and its official organ *The Catholic Library World*, a monthly publication, facilitates, brings high-minded men and women together, and from each contact new inspiration as well as information is gleaned.

This is the offering of the Catholic Library Association to all librarians and all who are interested in the purposes of the Association. It welcomes members for it realizes that in large compact membership great potentialities of future achievement lie dormant.

Catholic Periodical Index

At present the product of the Catholic Library Association is the *Catholic Periodical Index*. This *Index* was long planned and finally in 1931 put into execution with the issuance of the volume that covered 51 Catholic periodicals which were indexed by 25 co-operating indexers. This indexing was done by subject and by author with exhaustive cross references. It represented 315 pages of two columns each. This was followed by another volume in 1932 which covered 53 periodicals according to subject and author in alphabetical arrangement. Since that time, the indexing has been continued but the publication of the work had been suspended due to financial reasons. But at present the indexers under the editorship of Miss Barrows are preparing a cumulative volume that is to cover the four years, 1930 to 1933. This immense labor will soon be at the disposal of librarians, and will mark a point of definite achievement for the Association.

When the *Index* appeared for the first time, it was hailed as perhaps one of the greatest products of scholarship since the *Catholic Encyclopedia*. Very favorable comment was heard on all sides, but very few realized fully what a tremendous amount of painstaking care and exact scholarship the volumes contained. Some idea of the usefulness of this *Index* for school libraries and for all departments of education may be gleaned from a cursory glance through one of the volumes. Let us select for the test the volume which covers the 1921 periodicals. There are twelve columns listing items about Pope Pius XI; you are referred to places where you can find the Latin and English texts of the "Quadragesimo Anno," and to no less than 26 commentaries. Under "Catholic Action" you have 96 items properly grouped; the Mass contains 76 articles. If you are interested in mission stories, you are referred to 29; or in missionaries, 30. Under missions alone there are 240 items grouped under 58 countries. Should you need ready reference to the motion picture, you have 49. Or perhaps you are interested in music, 27. Your club may be studying the Negro, 63; or it may be a Newman club and be literary in interest (7 on Newman, 12 on Books and Reading, 9 on Shakespeare, 26 on Catholic Literature, 136 criticisms of dramas). Should liturgy be your specialty, there are 51 items to help you. Perhaps it is Vocation Week (25 articles on Vocation), or Christmas is near (86 items) or it is Press

Week (28 items) or the subject of retreat is being discussed (20 items). You have been hearing things about Russia and would like the Catholic attitude (43 items), or Spain has come up for discussion (81 items) or you would like more information regarding the conditions in Mexico (21 items). Teachers may like to have references to Christian art and symbolism (19), or on education in general (7 columns) or on Religious Education (62 items) or on schools (3 columns). Thus we may list item after item which is discussed in our Catholic Periodical literature, and which would be so much dead material as far as use is concerned, unless a key were supplied. This key is now offered to all, teacher and pupil, to all who wish to keep abreast of Catholic thought and endeavor. By this key, the long shelves of Catholic thought inclosed in our best magazines, are made available in the best possible way. The *Index* represents the highest professional skill at the command and bidding of every person whether professional or not. In the imminent Cumulative Volume of the *Catholic Periodical Index* will be found a vast store of knowledge and a complete scientific list of Catholic subject headings. These subject headings will be minutely subdivided so that the columns of the *Index* will represent also a wonderful division of all Catholic thought. A mere reading of the *Index* will give one immediately a cross section of American and English Catholic thought; it will show what issues are the live issues and will give to all the means of education which in the absence of such an *Index* could never be supplied by individual endeavor. The Association makes an appeal to all libraries, and scholars, to interest themselves in the *Index*. It asks all to spread it and to demand it in the public libraries and their parish clubs and social centers. The Association offers the *Index* to the public, and its ultimate success as a practical tool for the use and propagation of the Catholic Press rests squarely upon the shoulders of the rank and file of our educators. Just as these take up the cause of the *Index*, will the Association be enabled to enlarge the *Index* by the inclusion of other periodicals, and to follow out its plan for future yearly or even quarterly issues.

These are two of the great issues in the field of Catholic Librarianship today—the spread of the Catholic Library Association and the perpetuation of the *Catholic Periodical Index*, and these two issues have woven themselves into the warp and woof of our Catholic educational system to such an extent that the success and



Bishop John Fisher — Hans Holbein.

achievement of system today rests in no small measure upon the success and achievement of the Catholic Library Association and its projects.

Note

1. Membership in the Catholic Library Association is open to all who are interested in the purpose of the organization: "to initiate, foster, and encourage any movement directed toward the progress of Catholic library work." Individual membership is three dollars a year including subscription to the monthly *The Catholic Library World*. Institutional fees are five dollars a year including the above subscription.

2. The *Catholic Periodical Index* is sold on a service basis and full information can be obtained from the author of the above article or from H. W. Wilson Company, 950 University Avenue, New York City.

A Reaction to the Drug-Store Library *A School Librarian*

Editor's Note. Sister Agatha's paper is a very good example that we must begin with a student where he is, in order that he may lead himself by gentle steps where he should go. This is applicable to extra-classroom instruction as well as to classroom instruction and in every educational level.

THREE years ago one of my pupils asked whether a book that she had just read would give her any credit in English: "It's dry enough," she explained in its favor. I felt as miserable as I should have.

I tried to explain that many of the books that I had suggested for outside reading did lack the thrill of books that pupils might choose. I thought of many good points to score for the old reliable standard classics which I still hoped might be made interesting. Then, after all my

efforts, the next week I caught a girl with a dreadful "best seller." She said that the book was rented from her drugstore and "it wasn't half so dull as the old stuff" that I had made her read. Clearly my time had been wasted—I needed to compromise.

I knew by experience in the library that the average eighth grader has the serial habit. Usually she has been initiated into reading through Christmas presents of cheap sets of books which tell, one after the other, what happens to a most unreal girl with amazing pluck and spirit. It takes a year to break off this type of reader from the craving for continued action of "Ruth Fielding" and her associates.

The ninth-grade girls want romance—simple and unadulterated—the most thrilling kind on sale. The seniors and juniors are open to discussion of a book's merits; they present a problem only in their sophomore training that looks ahead. My work then lay principally with the sophomores; the "freshies" could be easily handled.

The Approach

The best line of tackle, I felt, was to try to get into the inner circle of the readers in the sophomore room. I began by confessing that books by, say, Cooper for example, might be really dry to some people; that I had to skip most of the letters in Helen Keller's *Life* as a type of biographical reading required; that it took a long time to get interested even in many books that we might expect to be pleasurable, such as *Janice Meredith* and *Richard Carvel*. The pupils thought so too—I was breaking ice.

One confession deserves another. The pupils grew confidential and told me what a fine story *The Barbarian Lover* was, and what *grand* characters were all the other heroes kin to the gentleman of this type of story. "Well, you get a list of what you like," I said, "and we'll see."

Everybody was interested in suggesting a "sure 'nuff good book." The list was completed, and really, it was not so bad. But the best price that I could get on the books was 60 cents a copy in popular editions. However, we got all the books suggested, 42 titles, and paid \$25.20 for our first item.

When the books were delivered, I started to work—naturally somebody had to see what they were. I delved into the most startling, romantic plots ever imagined, but all harmless except three. These were substituted by others, and we called ourselves \$25 in debt.

Meanwhile I had thought of getting secondhand books. If an old book half worn out is picked up cheap and rebound, it lasts much longer than a new book. I have a good friend who runs a rental library and who deals in buying and selling used copies. He often donates to me when he gets bargains not in demand by his patrons (which, of course, is the only type of book that I would have). "No, I haven't a thing fit for reading for young people," he said. "You ought to know what kind of books most folks want today."

That made me more determined than ever that I would try to keep my pupils satisfied without going to rental libraries. For this friend was merely telling me honestly what nearly all librarians of such places know—their public demands what is not decent for youth and naturally my question concerns only youth. A school library must of necessity follow the same principles laid down in the classroom. I was compelled now to give the students what they wanted and not what I wanted them to have if I hoped to keep them from going elsewhere and in their ignorance taking whatever might appeal to them.

The Price

The drugstore price, I found out, was 10 cents a book for three days, and 3 cents a day thereafter. All right, we would pay our bill too—5 cents a book for two weeks. I would buy *The Barbarian Lover* and his fellows and those who wanted it could pay for it. A bargain now grew into a contract. We agreed that for every two books of popular fiction (of the silly, romantic kind) one book on the list for credit would be checked out. The fiction went like hot cakes, but the so-called dry books were taking effect too. A clean sheet of paper was pasted in the front of each English textbook, and here the pupil was required to write the name of every book borrowed. There was no more of that excuse that "I've been read-

SOME SUMMER PESTS



By Maleer in the Brooklyn Tablet.

ing, but I can't remember the names of all the books I read."

Those of us interested in paying the bill figured that a book checked out on an average of twenty times would need binding. But twenty checkings also meant \$1 cash. The book costing 60 cents at that rate would pay for its cost and part of the expense of its binding before it needed repairs.

But to get out of debt in a hurry, the pupils decided on a lunch sale—they were interested, too, in getting new books. They succeeded in getting all the food, and we cleared \$12.50, half our obligation. The old maxim of give the people what they think they want was working fine with the sophomores. Book Week came along, and such titles as *Kneel to the Prettiest* and *The Best Man* were among the titles donated. Our *Popular Shelf* as a distinctive part of our school library was growing fast now.

Library Grows Popular

Soon I found that we were clearing a little on the rent books, so I had money to buy more copies of the old reliables. For now that the reading craze was spreading, even the books that were formerly avoided like poison ivy were growing into favor. The library had grown popular, and the worth-while books were getting a chance. The sophomores were discovering that Emerson Hough was just as good reading as Zane Grey, and that stories by such an author as Willa Cather could hold attention just as well as the romances of Temple Bailey. They were not being forbidden too many books; they were merely learning to distinguish style and developing for themselves a sense of discrimination. Everybody in the sophomore room was happy.

Tact was being employed to persuade the freshmen to try something better than serials. Only one trouble with the youngest high-school pupils remained. They still

wanted mysteries and more mysteries. But one could tell the other about *Dr. Jekyll and Mr. Hyde*, Rinehart's *Circular Staircase* and *The Hound of the Baskervilles*. We bought the good old-timers, *The House of a Thousand Candles* and "*K*." These at least were in good English. So all was at peace in the first two years of high school.

Avoiding Pitfalls

The next problem lay in the fact that once sophomores are led from the pasture of flighty, imaginary romancing (as I was trying to lead them) they are likely, as juniors and seniors, to run into the field of realism in its worst shape.

I was playing in with the pupils, supposedly allowing them to have their own way in order to keep them from more sophisticated reading. Was I wise?

High-school pupils, I have found, like unreal, foolish stories surely, but they want clean fun in their unreality. If I made them see their foolishness at too early an age to sift the substantial type of realism, would I not be driving them to take our modern Sinclair Lewis and H. G. Wells, and their fellows of the same type of thought but of poorer expression as a substitute? We spent more time talking books in class. Seemingly unconscious of the fact, I emphasized any remarks the pupils made on realistic books that I knew were wholesome. For once a girl likes a book of her own accord, she can sell it to the class far better than any teacher ever could.

A Measure of Success

One sometimes wonders at the good taste of high-school girls in book selection. A teacher who is willing

to learn can get far more help than she is able to give. If I feel that a book is dull but know that it is a book that a cultured person should at least recognize as a passing acquaintance, I honestly admit as much to the pupil who asks about it. She may take it out if she wants to; and if it proves too boring, return it and take another on the same nickel fee. If the pupil discovers that she likes the story (and very likely she will since she takes it of her own accord) she can then experience the satisfaction of appreciating something which the teacher admitted was "past her." She feels then that she is able to digest more than others who ought to be the standard readers.

In this line you never can tell where you are going. Last month a brother of one of my pupils, a rough and ready fellow in the ninth grade of high school, asked me to send him a book or two, for he was laid up with a *game leg*. I chose *The Green Murder Case*. He sent word that it was *keen*, that he wanted another by the same author, and also "to send a book about martyrs and the old time amphitheatres." Van Dine's story was wrapped in the same bundle with *Callista* and with *Fabiola*.

There is no excuse then for driving children who love good books to frequent places which professedly serve an adult public with whom school children have nothing in common. As long as the book is not harmful, give the pupils what they want. Once winning their confidence to believe that you are with them, you may lead them to want what is best. And then very likely when you feel that your work has been well done, that you have labored all the night, you may expect in some cases to have caught few fish. The library net is, after all, merely mesh, and all reading has loopholes.



Library, St. Mary Academy, Monroe, Michigan.

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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Textbooks, Catholic and Non-Catholic

An excellent service that might be rendered to Catholic education generally is a commission of competent scholars to examine the textbooks used both in public and in parochial schools in their reactions on Catholicism. The field that most obviously offers this opportunity is the field of history.

I recall having seen a publication, privately printed, and extraordinarily limited in its circulation, of studies made in England of the principal historical textbooks from the standpoint of facts. It is amazing what errors can creep into textbooks most innocently. So far as I know this study never had formal publication because the material was first presented to the publishers, and they immediately started a revision of the works complained of. At any rate, this study indicates a very great need in the American textbook field. These errors creep into textbooks often without any intention or malice in the inclusion of the misstated facts or interpretations. One could find in several textbooks a compromising of the doctrine of the supremacy of the Pope by a statement of alleged historical facts in non-Catholic books. The treatment of Christ historically

often furnishes much to be desired. The question of the Reformation, of course, offers enormous possibilities of including partisan statements as well as misstatements.

This examination should apply in the first instance to Catholic textbooks themselves which are not always without fault. This is particularly true of textbooks originally written without reference to the Catholic point of view which are subsequently modified to show a Catholic interest. The examination should extend to the non-Catholic textbooks because, after all, many hundreds of thousands of Catholic children are in public high schools. And the world view presented by these textbooks may have serious effects on their religious beliefs.

Is there enough co-operation among the Catholic universities of the country to effect this desirable project? — E. A. F.

School and Home Co-operation: A Preview

The home in the Catholic world view is of tremendous importance. The truly Catholic attitude is to aim to strengthen the home in its educational and spiritual influence rather than to stand by and lose its influence or, as in too many cases, simply disintegrate. The transfer of economic activity from the home to the factory and other places of employment may generally be regarded as a gain in spite of much disciplinary and educative activity for children in chores, if the parents can effectively utilize the new leisure forced upon them. Generally speaking, it may be said they have not.

The position of the home is clear. It is the first educator. It gives the very foundational training intellectually and morally — yes, emotionally, on which all subsequent experience is based. It exercises this duty to children in accordance with the mission it holds directly from the Creator. This is so in natural and Divine law. The family must educate and train its offspring to a worthy human life — a life of virtue. It may determine what schools may assist in carrying out these duties. With this inalienable right there goes the strict obligation on the parent. This right to educate is anterior to civic society and should be inviolate. Society may step in when the family fails in its duty, or is so neglectful as to injure seriously the child physically, mentally, or morally. The rights and duties of the parents cannot be slighted, evaded, or supplanted, and parents cannot escape their responsibility.

There must be effective co-operation between home and school. A divided authority in the home or the absence of a unified plan will be fatal or injurious to the child's advancement. Lack of harmony of the program of home and school will also result in injury to the child. The individual teacher and the parents of the particular child need to understand their common problem and to work together harmoniously for the physical, mental, moral, and religious welfare of the children.

A *rapprochement* between home and school has been effected in the past through what has been known as parent-teacher associations. This has not been an integral co-operation. They have helped secure necessary equipment, or books, or other materials for the

school. They have served in an excellent way in many places as a co-operation group with the general community. But in any vital way, generally speaking, they were not concerned with the actual education of the children. It may be said in many cases they were not permitted—sometimes this was due to lack of understanding and sometimes to fear of what they might do. In any case, the purposes of these associations as part of Catholic Action must definitely be related to the purpose of the Roman Catholic Church. Activity in them became a form of co-operation and a participation in the hierarchical apostolate.

This new organization will more definitely tie parent activity to the educational and spiritual side of the school as well as the material sides. It will emphasize the continuation—education of the parent in the religious formation of youth rather than benefit card parties. It will be built solidly on the Catholic philosophy of the home and of education. It will make every home a catechism center, but more important, it will make every home a radiating spiritual influence in the life of the child.

In this way school-home co-operation will become a vital factor in the creation of a Catholic social life and a Catholic civilization. To give vertebrate character to the movement, Catholic departments or schools of education might be called on to help formulate the program, and direct it under the Bishop himself, or his diocesan superintendent of schools.—*E. A. F.*

Curriculum Research for High-School Studies

One good thing about a convention is the personal contact between teachers doing similar work. This is true of the National Catholic Educational Association as of others. A group is gathered in the College Women's Club in Chicago just before the afternoon session of the Secondary-School Department. They are comparing notes regarding the curriculum.

"In our diocese each school has a curriculum of its own."

"With us there is no official curriculum."

"We follow the New York State syllabus."

"In our archdiocese we have a committee working on the problem."

"In our province of our order we have a printed curriculum, not, however, worked out in detail."

The situation indicates a very real need for building up curricula in our high-school studies that will be as good as any curriculum in any city or state in the country. It is really amazing that we do so well without sound fundamental conditions. There is no justification for any diocese going along on a free-and-easy program. There is no reason why the high-school teachers in the various subjects should not pool their experience under competent educational leadership and guidance. This will make available to every classroom teacher the consensus of the best insight. The co-operation of the education and subject-matter departments, particularly of Catholic graduate schools, should be enlisted in this highly desirable work. Its effect on the diocese should be excellent. It should have no less desirable educational results on the Catholic departments of education.—*E. A. F.*

Teaching Church History

We have made the mistake of teaching over and over again, with emphasis on the words *in much the same way*, the principles and dogmas of Christian Doctrine embodied in the Baltimore Catechism. It is first, Baltimore Catechism naught, then No. 1, and No. 2. Perhaps O'Brien or DeHarbe add some finer points in smaller type for the rounding off. It is not repetition that is objected to, for that will undoubtedly be necessary, but the reaction of dislike—even disgust—that often accompanies the process in its dry routine form.

We have not yet fallen into such a situation with reference to Church History. We face the same requirement for those whose education will go on, to teach Church History at various levels. We can avoid some of the difficulty in this aspect of the teaching of religion, by definitely assigning the more formal teaching of Church History to one grade—say, the fifth grade. Many facts of Church History would be acquired incidentally in the first four grades. Some would be used to reinforce Christian doctrine. This material would be brought into orderly relation in the fifth grade—and all would be used in the sixth, seventh, and eighth grades to again reinforce the instruction of those years.

On what basis shall this integration take place in the fifth grade? To really determine that, we should understand the problem in its wider ramifications. We should even understand the situation on the seminary level.

But let us merely indicate the problem here. Father D'Arcy, in his instruction to *The Life of the Church*¹—an excellent book—points out that a study of Church History, or more strictly "the life of Christ" must embrace (1) a history of dogma, (2) a history of Christian ethics, piety and worship, (3) a history of the external life of the ecclesiastical society, (4) a history of the reaction and interaction of them.

Obviously in the elementary school the presentation of these four elements in any formal way is out of the question. And yet some appreciation of these points of view is essential. Every educational consideration would indicate that biography is the natural approach on the elementary-school level. If the great saints and leaders of the Church who are selected for presentation are typical of their age and collectively manifest the diversity of the life of Christ in the Church, then it is a feasible proposition to teach effectively the history of the Church as the history of the Mystical Body of Christ on the elementary-grade level. Mere accumulation of historical facts will not do it, nor will study of historical statements of creeds, nor will any mere condensation of the material do. There must be an approach and method consonant with the child's interest and within his capacity. Individual biography furnishes the effective means, if teachers will put the individual in relation to the concrete situations of their age.

If this is done this basic teaching will stand the student in good stead, however advanced his studies may go, or however thoughtful he may become in his later life on matters of religion, or however heartily he enters into the liturgical life of the Church.—*E. A. F.*

¹*The Life of the Church*, P. Rousselot and others, Sheed & Ward Co.

A Notable Anniversary

Rev. David P. McAstocker, S.J.

THE 2000th anniversary of the birth of the Roman poet, Horace, has caused scarcely a ripple in literary circles. With the exception of two or three scholarly articles in the University of Santa Clara monthly, little of note has been published concerning him. The 20th centenary celebration affords teachers an excellent opportunity to review the facts about the great Latin poet and his contribution to universal literature.

Quintus Horatius Flaccus (like Homer before him and like many a poet since his time) had a rocky road to travel in early years as a versifier. But one day Maecenas (who was probably one of the first of our brain-trusters) gave one of his justly famous dinners for a select few in his Esquiline palace. Agrippa was there; so too was the Emperor Augustus. And in all probability Varus and Virgil enjoyed the sumptuous repast also. The talk turned on a promising young poet: a certain Quintus Horatius Flaccus who was attracting notice. Would Maecenas like to meet him? Surely!

The memorable occasion comes around. The short, stocky Horace presents himself before the stately patrician Maecenas. Afterwards Horace gives an account of the interview: "On coming into your presence I gave utterance to a few incoherent words . . . for unexplainable shame stopped me from saying more. . . . Nine months later you sent for me again and bade me join your friendly circle. . . . I deem it a great honor that I please you, who discern between fair and foul."

And now begins that much-discussed friendship between the poet and his patron. Cynics have tried (and still endeavor) to show that Horace was too subservient to Maecenas; and that Maecenas on the other hand used Horace to further his own glory and prestige. But facts do not bear out such a contention. Maecenas was for twenty years the Emperor's favorite. Though fully aware of a poet's power, he had no need to curry favor with anyone, least of all Horace. As far as historical events reveal themselves to us, it was a genuine David and Jonathan affection. Horace hints that he should like a little farm among the Sabine Hills; and lo and behold! his patron buys one for him. "This is what I prayed for! a plot of ground, not too large, where there would be a garden and near the cabin a spring of ever-flowing water. And above these a bit a woodland." And Maecenas honors his friend by coming often to this sylvan retreat.

When Horace hungers for a little excitement, he journeys to Rome. Many a ride do the two take together. Seldom do they talk politics. But curiosity seekers of those days, like news reporters of our own, are not satisfied. They are forever endeavoring to pump Horace as they now do every visitor to the White House. Horace, however, is quite discreet. We talked about a promising young gladiator, about literature; but about politics — no!

This friendship of the two lasted until death. As Maecenas is about to breathe his last, he mutters to the Emperor Augustus: "Horatii Flacci ut mei esto memor. — Take care of Horace as you would of me!"

And in the very same year Horace himself dies, some have thought of a broken heart.

Ah, if untimely Fate should snatch thee hence
Thee, of my soul a part,
Why should I linger on with deadened sense
And ever-aching heart,

A worthless fragment of a fallen shrine?
No, no — one day shall see thy death and mine!
Think not that I have sworn a bootless oath:
Yes we shall go, shall go
Hand linked in hand when'er thou ledest both
The last sad road below.

Purposely I have spoken at some length of the friendship between Horace and Maecenas; for if any one single factor will contribute toward a revival of Latin, it will be a realization that people of 2000 years ago were deeply human; that they valued the higher things of life; that they drank the joys of true friendship, loyal and steadfast to the last.

There were two outstanding poets of that era. Virgil and Horace. Virgil was fortunate in selecting an heroic theme for his sonorous lines, just as Dante and Milton did in after years. But Horace was the more versatile of the two. Horace possessed in a great degree the gift of imagery. If we were to study the manner in which many an English poet achieved fame and renown by a close following of Horace's imaginative genius — well this article would never end. Here are a few examples taken at random.

" . . . Pale death with foot impartial knocks at the poor man's cottage and at the palaces of princes. . . . Death is the line that marks the end of all. . . . But a common night awaiteth every man, and Death's path must be trodden once for all. . . . To those who seek for much, much is ever lacking. . . . The more a man denies himself, so much the more will he receive from the gods. . . . My stream of pure water, my woodland of few acres, and sure trust in my crop of corn bring me more blessing than the lot of the dazzling lord of fertile Africa, though he know it not. True worth, that never knows ignoble defeat, shines with undimmed glory, nor takes up not lays aside the axes at the fickle mob's behest. . . . I hate the uninitiated crowd and keep them far away. Observe a reverent silence! I, the Muses' priest, sing for maids and boys songs not heard before. . . . He lives happily upon a little on whose frugal board gleams the ancestral salt-dish, and whose soft slumbers are not banished by fear or sordid greed. Why do we strive so hard in our brief lives for great possessions? Better wilt thou live, Licinius, by neither always pressing out to sea nor too closely hugging the dangerous shore in cautious fear of storms. Whoso cherishes the golden mean, safely avoids the foulness of an ill-kept house and discreetly, too, avoids a palace exciting envy. 'Tis oftener the tall pine is shaken by the wind; 'tis the lofty towers that fall with the heavier crash, and 'tis the tops of the mountains that the lightning strikes. . . . In time of stress show thyself bold and valiant! Yet wisely reef thy sails when they are swollen by too fair a breeze!"

A PRAYER

(On being complimented)
This is a pretty flower of praise,
And pleases me;
Take it, dear Lord, that I may know
It pleases Thee.

Moiria Seton

Free and Inexpensive Material in the School Library *A Sister of the Holy Names*

MANY of the best things in life have little or no monetary value. Such is the material with which this paper deals. Much of it is never published in permanent form; more of it outlives its use in a short time; all of it is within the purse of the most poverty-stricken library. This material may be grouped under five heads: government documents and pamphlets, clippings, pictures, maps, and posters.

Government Documents

In general, selected annual reports, bulletins, and sometimes proceedings are useful. Many of these appear in the form of documents issued either by the federal or state governments. It is inadvisable to attempt a selection of these from the thousands listed in the complete government catalogs. It is easier and better to check the lists of the special federal and state departments from which pertinent material might be expected to come. Ordinarily the librarian should make a specialty of documents of the home state. These are best found by means of the *Monthly Checklist of State Publications* put out by the United States Superintendent of Documents (\$1 a year). Two valuable sources for finding federal material are: *Weekly List of Selected United States Publications* also put out by the United States Superintendent of Documents sent free on request, and from the U. S. Agriculture Department, a postcard list mailed monthly on request.

Some documents found in practically all high-school libraries which serve classes, as well as debaters, are:

The Congressional Record.

Smithsonian Reports.

U. S. Agriculture Dept. Farmers' Bulletins.

U. S. Children's Bureau.

U. S. Commerce Dept.

U. S. Office of Education. Bulletins. (The only series essential in its entirety.)

U. S. Office of Education. Publications of special interest to teachers. Published at intervals and obtainable upon request.

Some of the best program material comes from state annuals of the state departments of education. These are listed as they are published in the *Cumulative Book Index*. Among the best known are those of Alabama, California, Colorado, Illinois, Massachusetts, Michigan, Minnesota, New York, Pennsylvania, North Carolina, Rhode Island, Texas, and Wisconsin.

Pamphlets

Although many of the government documents are pamphlets, for clarity in recording sources, here a pamphlet is considered as any publication of more than two and less than a hundred pages, in a paper cover, published otherwise than by the government. There are nearly as many sources for these as there are industrial plants, learned societies, publishing houses, and public-utility companies, so that the scope of such material is unlimited. Probably the most useful types are the descriptive monographs on vocations from interested organizations; brochures explaining manufacturing processes from industrial firms; illustrated travel literature for the geography classes from tourist bureaus and commercial clubs, handicrafts and ideas for entertaining in booklets of manufacturing concerns; magazines or bulletins issued at more or less regular intervals by publishers and booksellers; brief literary and critical biographies by the publishers and life insurance companies; and finally, for the latest up-to-date information the publishers' news releases, often mimeographed biographies of authors, secured for the asking.

Preparation

Upon their receipt, pamphlets should be prepared immediately for use and not permitted to accumulate until their

timeliness has vanished. This is done by first stamping them with the ownership mark, recording date received, and assigning in pencil a subject heading. For the latter the policy of the school should be followed. Some schools stressing geography have this as the main heading in order to keep all the material together, with subheadings on individual topics as canals, roads, etc. Sometimes civics and local history are treated similarly. In general, unless a specific policy as the above be required, the subject headings in *The Vertical File Catalog*, *Readers' Guide*, *Sears' List of Subject Headings*, or the special subject-heading book should be followed. See:

Gould, H. F., and Grady, E. A., comp.

List of subject headings for the information file; with introduction and lists, which supplement the information file, of important reference books containing current information. 2d ed. (Modern library economy series) \$1.25. H. W. Wilson, 1925.

This last is undoubtedly the best for subjects other than religion, since it is compiled for the purpose and contains 4,000 main entries from A to Z. For religious subjects, the *Catholic Periodical Index* seems indispensable as a standard guide. Whatever the scheme followed, there must be consistency to insure the best service. Consequently, it is necessary either to check or underline the headings chosen in the books, writing in any divergence; make a special subject index; or type the headings arranging them alphabetically on sheets which may then be posted above or near the pamphlet file. This last proves to be a very helpful method both to the librarian and borrowers. The list is revised at the time of "weeding," every month, three months, or six months as the case may be.

Sometimes an "ephemeral book" is kept in which are recorded the author, title, place obtained and price, if any, of each pamphlet. The time consumed by such an operation scarcely justifies its use except in the case of permanent or particularly valuable material which one is certain to wish replaced in case the original copy is lost.

Treatment

There are four practical ways of treating pamphlets in order to give the best service. Of these, three are especially adapted to material of temporary value and one to that of permanent worth.

1. Vertical File

The simplest and most widely used method of housing pamphlets is by means of the vertical file. The drawers may be divided in half lengthwise for pamphlets not more than seven inches in width. These may be stood upright in double rows. For larger pamphlets, it is necessary to file them broadside. In either case the subject heading should appear in the upper left-hand corner as one looks at it, for the sake of uniformity and facility in filing.

Some libraries place all pamphlets in manila folders and some place them in large envelopes. Of these, the former are preferable, but except for pamphlets which are too thin to stand upright, it is better for conservation of space to do away with the folders entirely. When folders are used, the subject heading is written on the protruding tab. Even distribution of weight in the drawers may be had by inserting the Flexi-file put out by the Gaylord Company, which consists of cloth stretched over a wire and so corrugated as to form small compartments in each of which several pamphlets or folders fit.

The pamphlets may be arranged in the file either alphabetically by subject or according to class. Since the latter is confusing unless one is very familiar with the classification scheme or unless the pamphlets themselves are classified bearing their respective numbers, it is far more difficult to use than the dictionary method and impractical for students. If desired, whole classes of material may be kept together under

the alphabetical arrangement as suggested in the case of geography by using the same main heading on all, subdividing it by country, physical features, etc.

Cross references are frequently necessary in order to keep the file up-to-date and consistent. "See" references are entered on heavy sheets of paper or tagboard the size of the pamphlets and inserted where logical. "See also" references may be entered on the folders, where these are used, or on the pamphlets themselves if space permits it on the covers.

2. Pamphlet Boxes

A second method of caring for pamphlets consists in placing them in boxes. These may be marked by subject; by letters of the alphabet, in which case pamphlets on several subjects may be filed in one box; or by figure when the pamphlets are numbered serially. The boxes may either stand together on special pamphlet shelves or be scattered throughout the book collection nearest and following the books on the special subject of which they treat. Obviously, where shelf space is plentiful and funds low for investment in a vertical file, this method has its advantages. Also pamphlets on shelves are more likely to be used than those stored away in drawers. However, the time consumed in classifying them, if they are to be distributed among the books properly, and in keeping them in order makes this scheme a bit extravagant for adoption in schools.

3. Pigeon Hole

The third method of dealing with pamphlets is the "pigeon-hole" arrangement. This comprises rows of shelves partitioned into six-inch widths. Care should be taken to have the partitions as thin as practicable so as to utilize the most possible space for holders. Each pigeon hole is labeled below either with the inclusive subjects or the alphabet so arranged as to permit the insertion of any new material without destroying the alphabetical order of the subject headings. The pamphlets stand upright and have the added advantage of showing their titles should these be printed on their backs. Next to the vertical file, this is the simplest of arrangements, consuming a minimum of space. Any small annexed room is best for this "pamphlet department" over which student help may preside, aiding pupil inquirers and keeping the pamphlets in order. Sometimes the magazines are also stored in this section with separate compartments for them. This has the advantage of drawing attention to the pamphlets and encouraging interest in them on the part of those who already are lovers of and researchers in the periodicals.

4. Treating as Books

The fourth method of treatment is primarily for those pamphlets only, which are of such importance as to warrant their permanent retention. When this is the case, it is better to provide a substantial cover, and to catalog and shelve them with the books, rather than run the risk of losing them too easily, or of having to go to the trouble of replacing them because of wear and tear by harder usage than their original frailty permits. Treating pamphlets as books may assume three forms; encasing them in Gaylord binders; using the flush-cut binding; or regular binding. In the first two cases each pamphlet becomes a separate book; in the last several pamphlets on the same subject make up an average-sized volume. No one of these bindings should be employed exclusively. Judgment is required to decide on the probable demand, permanency of value, etc. Where pamphlets on certain subjects are in demand by several students at the same time, it is advisable to treat them as separates and not bind them together. The average high school will find the first two bindings more practical for ordinary purposes and less expensive since student help can be employed to do the work.

Charging

All cataloged pamphlets are charged in the same way as books. For all uncataloged pamphlets, it is sufficient to use a card made of cheap tagboard the same size as the book cards, upon which is recorded at one end the subject and number of pamphlets borrowed. Both sides of the two ends of the card may be utilized successively as a measure of economy. The card may either be filed with the book cards under date due or put in a separate pamphlet and picture card file. In the case of very thin pamphlets, or when more

than one is taken out at one time, it is well to inclose them in an envelope marking the subject, number, and date due, as a reminder to the borrower and as a means of keeping them clean. Old catalog envelopes received in the mail are best used in this way.

Sources

Here are a few pamphlet sources which may prove useful: Catholic Truth Society of various cities. National Catholic Welfare Council, 1312 Massachusetts Ave., N.W., Washington, D. C. Our Sunday Visitor Press, Huntington, Indiana. Owen Publishing Co., Dansville, N. Y. Instructor Literature series.

Programs and exercises for the various holidays in the calendar.

Paulist Press, 401 West 29th St., New York City.

Queen's Work Press, 3742 W. Pine Blvd., St. Louis, Mo.

Collective pamphlet bibliographies:

The Thomas Y. Crowell Co., 393 Fourth Ave., New York City.

Harcourt, Brace and Co., 383 Madison Ave., New York City.

Houghton, Mifflin Co., 386 Fourth Ave., New York City.

Robert M. McBride and Co., 4 W. 16th St., New York City.

The Macmillan Co., 60 Fifth Ave., New York City.

Health:

American Public Health Ass'n., 50 W. 50th St., New York City.

Cream of Wheat Corporation, Health Education Dept., Minneapolis, Minn.

National Committee for Mental Hygiene, 450 Seventh Ave., New York City.

National Food Bureau, 7001 North Clark St., Chicago, Ill.

National Safety Council, One Park Ave., New York City.

National Society for the Prevention of Blindness, 450 Seventh Ave., New York City.

History:

Grape-Nuts, Battle Creek, Mich.

Byrd expedition material.

John Hancock Mutual Life Insurance Company of Boston.

Branches in all large cities.

Series of historical sketches of great Americans and of great events in American history.

On educating for world-mindedness:

American Foundation, Inc., 565 Fifth Ave., New York City.

Catholic Ass'n. for International Peace, 1312 Massachusetts Ave., Washington, D. C.

Women's International League for Peace and Freedom, 1924 Chestnut St., Philadelphia, Pa.

Clippings

The librarian should be sparing in the matter of clippings, since these require time to prepare for use, and space to store. In general, only those which contribute to topics not likely to be found in other form, or which demand attention upon appearance in print and whose value is gauged by the immediate present, should be handled. Such are items of local history and geography, contemporary biography, current topics in economics and general science for debating and oral English classes, and community civics. Among the best sources for such news are newspapers, magazines, and worn-out books. Duplicate copies of magazines can often be secured from interested pupils and friends. School and church papers not indexed in *Readers' Guide* can usually be conveniently had for the asking. Some of the periodicals furnishing the finest material are the *Literary Digest*, *McClure's*, *Mentor*, and *National Geographic*. In addition there are short sketches of modern authors found in the publishers' supplement of the *Readers' Guide* and the *Cumulative Book Index*. These may be clipped and mounted for the file.

Preparation

Each clipping should be dated and the source recorded. Those of only passing value may be placed in manila folders marked with the subject heading and filed back of the pamphlets on the same subject, or they may be retained in a separate clipping file. The items should be folded as little as possible. For those of more permanent value, a different treatment is required for their preservation. Mounting them on the discarded paper from the typing department proves very economical. If clippings are small, several on the same subject may be mounted on a single sheet. If several sheets accumulate on the same subject, it is well to keep them hinged together by means of U-File-M holders.

Charging

When charging, the clippings are best enclosed in an



The Supper at Emmaus, by Caravaggio—Illustration from The Highway to God, upper-grade course in religion by Fitzpatrick.

envelope with the number, subject, and date due written on the outside. The system of recording charges is identical with that of the pamphlets.

Pictures

Ever since education has been stressing visual aids in the acquisition of knowledge and as a means of motivation to learning, the picture collection has assumed prime importance in the school library. Like the pamphlet collection, there is no subject untouched here, and none which is not made clearer by an illustration or print. The energetic librarian will make use of every source mentioned in connection with clippings, and more besides. Illustrative material for the classes in geography and history may be obtained from the *National Geographic*, *Asia*, and *Travel* magazines. For art work the *Mentor*, *Ladies' Home Journal*, *Pictorial Review*, and *Woman's Home Companion* furnish good material. The pictures in the *New York Times* rotogravure section are often excellent, also those in the supplements of other large newspapers. Then there are the illustrated railroad folders, manufacturers' monographs, calendars, and post cards which furnish abundant material at little or no expense.

Preparation

All should be kept in the vertical file in manila folders marked with the subject, until mounted. Some of the material, such as book jackets and schemes for bulletin boards made of several units, may never require mounting. For the most part, however, it is better to mount all that may be useful, as pictures quickly become tattered with handling.

Before mounting, it is advisable to accession each one, recording, as far as possible, the author, title, source, and, if purchased, the cost. This insures against hopeless loss, since it gives the key to replacement.

The mounts should be uniform in size and fit the drawers. Two sizes, one for the larger and one for the smaller pictures, can be determined upon. These may be filed separately as in the case of large and small pamphlets; one set standing on end in double rows in the vertical file, the other filed broadside. Black-and-white prints look best on gray mounts; sepia and colored pictures look well on brown. Care must be exercised to secure mounts that are at the same time light in weight and durable. Heavy cardboard should be avoided for this reason. It "dog ears" badly and takes up too much room. Regular mounting and poster paper is expensive.

Perhaps the least expensive and best all-round mount is made from cover paper used for pamphlet and catalog covers. It comes in grays and browns in sheets 20 by 26 inches. These may be cut without waste into four standard-sized mounts $9\frac{1}{2}$ by $11\frac{1}{2}$ inches. A thin liquid paste spread completely over the back of the picture when mounting insures stability, as the picture then will not tear or rip with handling. When mounting, the picture should be put in a press till thoroughly dry to prevent warping.

Arrangement

The picture file requires a different set of headings from the pamphlet file. The best authority for picture headings is: Dana, John Cotton.

Picture collection, rev. by Marcelle Frebault. H. W. Wilson, 1929. (American Library Economy Series) 90 cents.

In it the headings used can be checked and any innovations recorded. In this way consistency will be maintained. Many school libraries arrange art by schools with the artist as a subheading; architecture by style; and geography by countries with the subdivisions: state, cities, mountains, rivers, castles, customs, etc. The heading is printed in large letters on the back of the mount in the upper left-hand corner. A printed note is sometimes necessary and always useful. The ownership stamp and accession number are better put in the center. All are filed alphabetically by subject. Type-written sheets with the subject headings arranged alphabetically are very useful if placed above or near the file. "See" and "See also" cards similar to those in the pamphlet file are essential for efficient service.

Charging

The same system of charging is used for pictures as for pamphlets and clippings with the addition of the accession numbers recorded on the card held by the library. When pictures are lent to classrooms for a long time, it is advisable to inclose each in an isinglass holder to insure cleanliness. This type of holder may be obtained from the Gaylord Company in the regular picture size.

The value of the picture collection speaks for itself if freely lent for exhibits, bulletin boards, programs, classes, holiday displays, vacation schools, etc. The wise librarian encourages its circulation. It promotes interest as well as education and inspires students to contribute toward the collection from their home periodical covers, etc.

Sources

Following are some reliable sources for picture purchase, as well as some for free service. The majority of the companies will send a catalog upon request.

American Medical Ass'n., 535 North Dearborn St., Chicago, Ill.
Picture art chart entitled *The Human Factory*. Good for classes in physiology.

Black, A. & C., 4-6 Soho Sq., London. (Early English history.) No duty on pictures.

Brown, George P. & Co., 38 Lovett St., Beverly, Mass.
Reproductions range in price from one to three cents and include reproductions of painting, sculpture, and photographs of places.

The Colonial Art Co., 1336-1338 West First St., Oklahoma City.
Confraternity of Christian Doctrine, 229 North Broadview, Los Angeles.

Co-op Parish Activities Service, Effingham, Ill.
Biblical and catechetical pictures from both the Confraternity and Co-op. Excellent for religion classes.

Denoyer-Geppert Co., 5235-5257 Ravenswood Ave., Chicago, Ill.
Historical pictures. Also animals.

Detroit Publishing Co., Detroit, Mich.
Pictures of American art and scenery, historical paintings, travel scenes in other countries, and English Cathedrals and Abbeys.

Dodson, Joseph H., Inc., Kankakee, Ill.
Catalog of bird pictures and bird houses.

Elson Art Publishing Co., School St., Belmont, Mass.
Has an arrangement whereby they send a traveling exhibition of pictures not only suitable for mounting purposes but for use as framed pictures in school and home decoration as well. A small charge made for admittance to the exhibition enables a school to raise money for purchasing the Elson prints, which is the provision under which the pictures are lent by the company.

Gilson, M. L., and Dana, J. C. Large pictures, educational and decorative. (*Modern American Library Economy*, pt. 6, sec. 1) pp. 89.

Details their uses and treatment in Newark free public library.
Lists dealers, catalogs, and some of the pictures used at Newark.

Illustrated History Co., Syracuse, N. Y. (American History.)
Knopf, 730 Fifth Ave., New York City.

Has offered to send for exhibition purposes pictures of authors of books his firm has published. No doubt other publishers would be glad to send similar material.

Medici Society of America, 765 Boylston St., Boston, Mass.
Metropolitan Museum of Art, Fifth Ave. and 82nd St., New York City.

Pictures of various collections in this museum. Good for history, art, geography, etc.

Northend, Mary Harrod, 300 Essex St., Salem, Mass.
Photographs of colonial homes and customs, furniture, etc., and historic places. Also photographs of household helps.

Order of the Fellowship of the Knights of the Round Table of King Arthur, King Arthur's Hall, Tintagel, England.
Will send list of books and pictures on life of King Arthur. Idea of the association is to perpetuate the ideals of King Arthur as to chivalry, etc.

Owen, F. A., Publishing Co., Dansville, N. Y.
Colored prints of art masterpieces.

Perry Pictures, Malden, Mass.
Tuck, Raphael and Sons, Ltd., Raphael House, Moorfields, London, England.

Beautifully colored postcards of English scenery, art, London, other countries, etc.

U. S. Agriculture, Dept. of, Washington, D. C.
U. S. Agricultural Economics, Bureau of, Washington, D. C.

U. S. Forest Service, Washington, D. C.
U. S. Geological Survey, Washington, D. C.

U. S. Insular Affairs, Division of, Washington, D. C.
U. S. Printing and Lithography Co., 6 E. 37th St., New York City.

U. S. Reclamation Service, Washington, D. C.
U. S. Signal Office, Army Pictorial Service, Room 3029, Munitions Building.

The University Prints, 9 Boyd St., Newton, Mass.
Whitehead, Russell F.

White Pine Monographs, 150 E. 61st St., New York City.

In connection with pictures there are oftentimes slides to be considered. These are gaining prominence in the educational world. Frequently the science department is willing to make them if funds are low. These may be arranged by subject or in the case of numbered series, like the Keystone, by number.

A few good sources for slides and motion picture films are:
Booth, M. J. Material on geography which may be obtained free

or at small cost. 4th ed. rev. The Compiler, Eastern Illinois State Teachers College, Charleston, Ill.

Co-op Parish Activities Service, Effingham, Ill.

To accompany lessons on religion.

Eastman Teaching Films, Inc., Rochester, N. Y.

Films showing various products. Good for geography.

Quaker Oats Co., 80 East Jackson St., Chicago, Ill.

Motion pictures about grains and cereals, and also free pamphlets on the history of grains.

U. S. Education Office, Washington, D. C.

Tanners' Council of America, 41 Park Row, New York City.

Motion picture entitled *Story of Leather*. Free to schools.

Maps

Every school needs more maps than the classrooms possess. The wide-awake librarian can be an invaluable aid in this respect. Without spending money on purchase, she may secure useful general maps from the government; aerial, historical, industrial, and pictorial maps in color from local Chamber of Commerce and clipped from magazines and discarded books; star maps adequate for school purposes from popular texts in astronomy or in a star atlas or clipped from a magazine like *Nature*. Railroad maps issued as folders may also be obtained from railroad companies, as well as road maps from tourist bureaus and automobile associations. An occasional ground plan of a cathedral or other famous building, or a modest collection of floor plans clipped from magazines, may prove useful to classes in architectural drawing and domestic science. Teachers who travel during the summer might be induced to pick up maps abroad for little or nothing.

Treatment

Because maps are usually oversize for the vertical file, either of two treatments is practical. The manual-training department may tack a stick across the top and bottom and a tape to the top whereby the map may be hung in the classroom when in use. When idle, the map can be rolled on the sticks and stored away. Another method is to mount the map on bristol board and varnish or shellac the entire face for preservation and cleanliness. These boards may be kept standing broadside in a large press with a front attached by chains on the inside and easily opened and let down. This arrangement is preferable to storing them flat as the material can be run through at a glance and it is not necessary to disturb all in order to take out one.

Two sources for maps are:

U. S. Geological Survey.

Topographic sheets covering the vicinity in which the school is located and wall or hand maps showing streets are desirable.

William G. Johnston Co., 343-345 Boulevard of Allies, Pittsburgh, Pa.

Literary, decorative, and historical maps.

Posters and Exhibits

Color to brighten the atmosphere is most desirable in a school. This may be had in large measure by attractive posters which should be changed from time to time. These may be preserved in the same way as the larger maps, and where there are not too many, filed in the same press. Steamship and railway companies furnish an excellent source for posters at home and abroad. The European posters illustrative of various countries are exceptionally artistic and well worth the trouble of collection. Possibly the best single source for posters is the National Child Welfare Association, Inc., 70 Fifth Ave., New York City. Health posters may also be obtained from the following upon request:

American Institute of Baking, 1135 Fullerton Ave., Chicago, Ill.

American Seating Co., Grand Rapids, Mich.

Borden's, 350 Madison Ave., New York City.

Educator Shoe Co., 403 S. Second St., Harrisburg, Pa.

National Biscuit Co., 449 W. 14th St., New York City.

Exhibits are of definite educational value. Teachers will welcome them in connection with any subject being taught. Almost every manufacturing company has exhibit material and each one is only too glad to send it. Three of the best sources are:

Clark U. Co., Worcester, Mass.

Exhibits of products for classroom use, such as manufacture and growth of rubber, etc.

Great Northern Railway, General Advertising Dept., St. Paul, Minnesota.

Will send to any library paying charges one way, an exhibit of models showing the development of transportation on land. Kenwood Mills, Albany, N. Y.
Woolen manufacture.

Guide to Material

To acquaint the students with this "extra material" and to enable them to use these collections of pamphlets, pictures, etc., efficiently, some system of guidance is necessary. This may take one of two forms or both:

1. A colored card may be inserted in the catalog following each subject entry on which any material may be found in the various collections, taking this form:

TRANSPORTATION

For pamphlet material and clippings on this subject, see information file.

In case the librarian does not wish the students handling the files, a card like this is better:

TRANSPORTATION

Material on this subject can be found in the pamphlet file under

TRANSPORTATION

Please ask the Librarian to get it for you.

If so desired, a different color may be used to designate different files; e.g., blue for pamphlets, orange for pictures, etc.

2. The second method consists in a separate catalog for these special collections which is best placed near the vertical file or in one compartment of the file itself, specially designed for the purpose. Here are filed catalog cards on which appear every subject heading used in the collections, one subject heading to a card. Below it are typed the various kinds of collections or files in the library. Each one in which any material on the subject is found is stamped with a mark of some kind or simply checked.

FRANCE

Pamphlets	Slides
Clippings	Maps
Pictures	Exhibits

This method is inferior to the first for the reason that pupils seldom bother to look elsewhere than in the main card catalog; yet it has the advantage of being more clear-cut and easily handled, since only a mark or check is necessary to designate the addition of new material in a collection other than those already checked, whereas the removal of the cards from the main catalog would be necessary in order to type in notices of material in another section. Frequently new cards would have to be made. Even if this card were inserted like the others in the main catalog, every subject heading could not be used without destroying consistency in the book catalog because of the frequent discrepancy between headings. In any case, each librarian must adopt the method best suited to the particular school in which she finds herself. The system which gives the greatest service with the least expenditure of time, money, and strength is the best and should be preferred to a flawless but highly mechanized one.

Value of This Service

In conclusion, let the librarian realize that the value of her library depends not so much upon her book collection as upon the material emphasized in this article. Books can usually be replaced; not so the fugitive material. It supplements education in many cases where books cannot and the librarian will be accounted efficient insofar as she can supply promptly, at the least cost, timely and out-of-the-way material. Such efficiency necessitates discrimination in selecting so as to retain only what will be of definite value to the students. The librarian's decision will be based primarily upon her acquaintance with the courses offered, upon the trend and emphasis in education itself, and especially upon her previous experience concerning the needs and demands of teachers and pupils. Precious space must not be wasted on the accumulation of useless material.

Furthermore, the system of storage and treatment is impor-

tant. It must first of all be elastic, since new material is constantly added; it must be simple and easily used, so that teachers and students may not be entirely dependent upon the librarian; it must be able to stand hard usage, conserve space, and be inexpensive. No one system fulfills these requirements better than the vertical file, though a combination of several plans would be ideal.

Finally, here is a compilation of sources in which lists of pamphlets, pictures, etc., recommended for school use may be found. Much of the material is free.

A.L.A. Booklist

Large amount of valuable pamphlet material and government documents available gratis or for a very small sum. Monthly. Booth, M. J.

Material on geography; may be obtained free or at small cost. 4th ed., rev. The Compiler, Charleston, Ill., 1927.

Booth, M. J.

Geographic material. Wilson Bulletin 3:206-208, Mar., 1928.

British Museum, London.

Pictorial postcards.

Carter, S. J.

Pamphlet biographies. Wilson Bulletin 3:203-205, Mar., 1928.

Columbia University. Teachers College.

Source book for teachers of various subjects, listing chiefly free and low-cost illustrative and supplementary materials. Comprehensive, up-to-date, classified, annotated. Books have been prepared on the following subjects: English, Latin, mathematics, science, physical education, and commercial subjects. (*Enriched teaching series.*)

Cook, E. L.

The vertical file in the small library. Wilson Bulletin, 3:131-40, Nov., 1927.

Cook, E. L.

Pamphlets for the vertical file. Wilson Bulletin, 3:165, Jan., 1928. (Supplement to above list.)

Davis, Mrs. W. L.

Maps and other geographic material. Wisconsin Library Bulletin, 18:60-61, 80-84, 114-18, Mar.-May, 1922.

Dimmitt, Le Noir.

Sources of material for library extension service with special reference to pamphlets. A.L.A. Proceedings, 1922, pp. 353-359.

Ganser, H. A.

Sources for the school picture collection. Education Screen, 5:269-70, May, 1926.

Herron, Miriam.

A next-to-nothing library of modern authors. Wilson Bulletin, 3:182-84, Feb., 1928.

Hilson, J. A. and Wheeling, K. E.

Illustrative material for junior and senior high-school literature. Rev. ed. Wilson, 1930, 75 cents.

Laskey, Harold H., 101 Bellevue Place, Chicago, Ill.

Free and inexpensive pamphlets of educational value published by World's Fair exhibitors.

McLellan, M.

Inexpensive information for travelers. Wilson Bulletin, 5:35-9, Sept., 1930.

Mehus, O. M.

Educational pamphlets; list of organizations that send free material. Wilson Bulletin, 3:203-5, Mar., 1928.

Pamphlet biographies. Wilson Bulletin, 3:311, Mar., 1928.

Potter, M. F.

Decorative material for the library. Wilson Bulletin, 6:407-09, Feb., 1932.

Readers' Guide to Periodical Literature.

Indexes portraits and views.

Standard Catalog for High-School Libraries.

Sources for pictures, lantern slides, still films, and pamphlets at end of each class.

Taylor, Mary D.

State publication aids for the homemaker and garden lover. Wilson Bulletin, 5:510-514, April, 1931.

Wilson, H. W., Co.

Vertical File Service Catalog. (Monthly.)

Indexes all important pamphlet and clipping material.

Wilson Bulletin. (Monthly.)

Splendid for book plays.

"The Publishers' Post" department frequently lists pamphlet material.

In general the advertisements and the service departments of many periodicals such as the "Teachers' Exchange Bureau" of the *School Arts Magazine* and the "Teachers' Service Bureau" under the caption "Walrus and Carpenter" of the *Grade Teacher* include free and inexpensive material of value to school libraries. Also the review departments often appraise pamphlets as well as books as in *The Catholic Educational Review*, and *THE CATHOLIC SCHOOL JOURNAL*.

The Book Corner

Winifred Culliton

HAS your class had the pleasure of a book corner, a bright and cheery invitation to come, to read and to make new friends? It is a joy to the children and a great aid in developing a love of book people.

The corner consists of shelves or cases lined with books lent by willing members of the class. Tables and chairs, suitable to the age of the pupils, are made cheerful by the use of bright paint on the furniture or perhaps a bit of gay oil cloth on shelves and table.

The books are covered on arrival in a simple manner with wrapping paper and the title neatly lettered on the binding edge so that it may be visible when standing on the shelf. In primary grades, this task may fall upon the teacher but in more advanced groups the children will take pride in caring for their own books.

Though pleasure is found in the reading of a book, greater pleasure is given to the child who can tell others of what he has read and this can be beautifully done in pictures. A most interesting addition to the reading corner is the Character Frieze which develops from mere paper to a wonderland of living, active people.

A long sheet of pure white paper (shelf paper is inexpensive) is stretched about the reading corner in the most convenient place. At the completion of any story the children are invited to draw and color their favorite character of the story. The drawing is then cut out and pasted on the white paper, below which the child's name is neatly lettered.

These drawings should be entirely the child's in idea as

well as representation. The picture will then be his appreciation of what he has read. The advisability of a background can be decided by the teacher after considering the relationship of characters, the ability of the group, and the method of application.



A Child's Book Jacket.



A Child's Book Jacket.

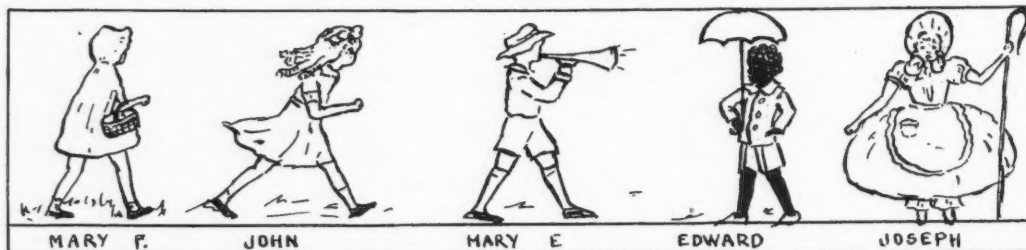
In time the sheet will be alive with friends, real in the hearts of the children and some of the favorites will appear many times in many activities. Those children not yet having made their acquaintance will be filled with a deep desire to do so and all the children will want to read all the books.

This leads to the difficulty of sufficient display space and thus to another project, that of book-jacket design. In our covering of books, we have used a plain paper and have lettered only on the binding edge leaving the front and rear face yet to be decorated. Drawings similar to those in the frieze can be used but the problems of design are added to those of pictorial representation.

In designing the book cover we must bear in mind not only the subject matter but also the title, the size, and shape of the book. The cover must attract attention by its color and simplicity and having one's attention arouse sufficient interest, by its story telling, to insure reading.

The back cover having the same aim as the front and being of equal importance is dealt with in the same manner. These drawings can be made on paper of the proper size or can be drawn or painted directly on the book jacket.

The interest thus aroused in books, their care and their characters, should not end in the classroom, but the children should be encouraged to build their individual libraries in their homes. They should carry with them a love of books and a desire to treat them as friends.



A Character Frieze — The Childrens'

A Nature Bookshelf for the Grades

Carroll Lane Fenton, Ph.D.

OUR school is not rich," a teacher writes me, "but we do have a small library fund. Can you outline a nature shelf that will help both us and our pupils?"

The teacher's needs, of course, come first. If she is to inspire children with a love and knowledge of nature, she must be equipped with a plan, a goal, and adequate knowledge. Most vital of these, perhaps, is the goal—for only by choosing one that is high can she keep her instruction in nature study from being more than "merely a course."

If she has such a goal, very well; if she hasn't, she will find one ready-made in *Child and Universe*, by Bertha Stevens (John Day, \$3.75), probably the most moving and beautiful book on nature teaching written in this century. The Catholic teacher undoubtedly can reinforce Miss Stevens' emphasis on nature in relationship to esthetics and ideals, as her secular colleague hardly may do.

For plans there are many books. *Child and Universe* provides one; Mann and Hastings' *Outdoors* gives another, supported by much compact information. For parents who doubt the values in nature study and the pleasure to be derived from it, the teacher should be ready to recommend two books by Raymond Fuller: *The Doorway to Nature and Walk, Look, and Listen* (John Day, \$2.50 each).

Knowledge the teacher already has, and an array of popular reference volumes will enlarge it. Most public library shelves hold the *Nature Library*, House's *Wild Flowers*, the *Nature Lover's Library*, and Ditmars' *Reptiles of the World*, as well as books on birds, earth history, and mammals. Being comparatively costly, they should be bought for the school library only if repeated use demands them.

An excellent introduction to plants and animals commonly encountered is provided by Fisher's *Nature Secrets* (University Society, 2 vols., \$1.50 each). This work is part of a series that is indispensable to the scout or club leader, but *Nature Secrets* will suffice for most schools.

A good juvenile book on botany is McGill's *Garden of the Earth* (Follett, \$1), a clever and well-illustrated account of essential functions in plant life. There also is much botany in Disraeli's *Seeing the Unseen* (John Day, \$2), a child's book on microscopy which is so well illustrated that the microscope is not essential.

Insects may be seen, collected, or reared with greater ease than most other animals. Lutz gives a fine introduction to them in the *Field Book of Insects* (Putnam, \$3.50), while there are some delightful biographies in Edith M. Patch's *Hexapod Stories* (Atlantic, \$1.25) and her *Holiday books* (Macmillan, \$2 each). A fine little book on *Insect Life in Pond and Stream* (Oxford University, 75 cents) has been written by the Duncans. Marine life, from seaweeds to birds, appears in *Holiday Shore* by Patch and Fenton (Macmillan, \$2); for obvious reasons I dare give no opinion of its quality.

Probably the best book on fishes is Mellen's *Young Folks' Book of Fishes* (Dodd, Mead, \$2), though there are beautiful pictures of exotic types in *Strange Fishes and Their Strange Neighbors*, by Kearney (Doubleday, \$1.25). I have found no good juvenile volume on reptiles, Robinson's *Animals in the Sun* being spoiled by crude pictures (Harpers, \$2). But *Wagtail* by Gall and Crew (Oxford University, \$1.50) is a rarely fine life story of a frog, and one of the few nature stories in which animal characters speak, yet seem

true to life. Perhaps the secret lies in the fact that Wagtail talks like a very small child.

There is a good survey of birds in *Nature's Secrets*, while Burgess' *Bird Book for Children* is *Good* (Little, Brown, \$3). Miss Patch has a series of *Bird Stories* (Atlantic, \$1.25), while Pearson's *Tales from Birdland* (Doubleday, 70 cents) is excellent for young readers. Older ones will get much from Allen's *American Bird Biographies* (Comstock, \$3.50), a richly illustrated book. Neither they nor their small brothers and sisters will want to miss Bolton's *Traveling with the Birds* (Donohue, \$1.50), my own nomination for the most beautiful juvenile nature book of the past five years. Its colored pictures serve for identification; the text presents basic matters of bird migration and distribution.

A companion volume, Schmidt's *Homes and Habits of Wild Animals* (Donohue, \$1.50) deals with mammals—which the English call "beasts" and to whom we mistakenly limit the term "animals." Another book dealing with essential aspects of mammalian life—which are less technical than these words make them seem—is Stephenson's *World of Animals* (Follett, \$1). Children always enjoy young animals, and Boulenger's *Infants of the Zoo* (Dutton, \$2.50) may arouse enough interest to justify its rather high price.

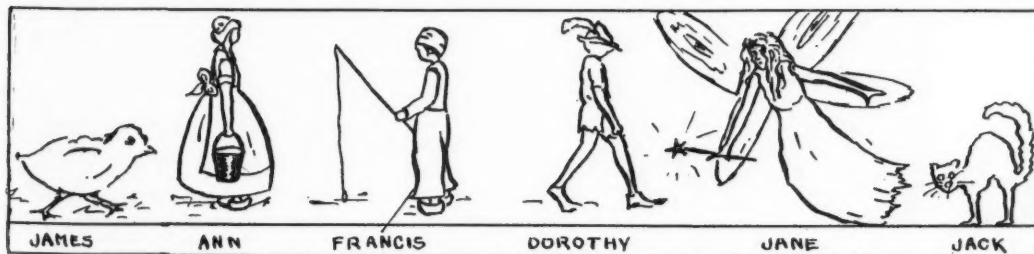
Animal stories are important in any library that seeks to inspire as well as inform children. Among older works we find those of Charles G. D. Roberts and Ernest Thompson Seton, whose stories are still classed as "active" by Macmillan and Scribners, their principal publishers. Seton's *Lives of the Hunted*, *Wild Animals I Have Known*, and *Monarch* (Scribners) are classics in their field.

Haig-Brown seems to be taking Roberts' place with his fine *Ki-yu, a Story of Panthers* (Houghton, Mifflin, \$2.50). It is pre-eminently a book for the 'teen-age boy who thinks that an interest in nature is effeminate or childish. For younger children there are such delightful stories as *Ring-tail*, by Gall and Crew (Oxford University, \$1.50), in some ways a finer production than *Wagtail*. Joseph Lippincott has a series of seven animal biographies, of which my favorites are *Gray Squirrel* and *Striped Coat the Skunk* (Penn, \$1.50 each). I dislike Annixter's *Wilderness Ways* (Penn, \$1) because the author cramps his animals into conventional human roles of hero, villain, avenger, and the like, to the great detriment of any young reader who takes him seriously.

O-go the Beaver by Raymond Kelly (Albert Whitman, \$1.50) is an abundantly illustrated account of an animal whose fur was of vital importance in the early history of North America. Mr. Kelly apparently could not decide whether he was writing for readers of twelve or sixteen, and the resulting contrasts mar his book. Yet with no grave inaccuracies and no rivals, it is to be recommended.

We finally come to general natural histories, whose scope is the whole range of animal life. Most of these are expensive works of several volumes, or bare, compact systematic treatises. But *Wild Life of Our World*, by Crossland and Parish (Collins, \$2.50), is far from bare, while its 628 large pages contain abundant photographs.

With it may stand Ditmar's *Book of Zoogeography*. With text and cleverly illustrated maps, it sorts the amazing array of animal life by continent and country, thus bringing order out of chaos that often is made still more chaotic by the queer natural history of motion pictures, where tigers prowl the African veldt and Asiatic beasts invade Brazil. More than that, it brings out the intimate relationships between land and life that Whewell long ago stressed as an example of Divine loving-kindness to animals as well as men.



Ideas of Storybook Characters.

Some Recent Textbooks and Library Books

Editor's Note: The following list of recently published books has been compiled from various sources for the information of grade-school and high-school teachers in Catholic schools. It is intended primarily as a descriptive list of books published or revised (with a very few exceptions), since January, 1934, which seems to be suitable for use in Catholic schools. In rendering this service, we are not attempting to choose your books. If from our brief description, you find yourself interested in a book, the only recommendation we offer is that you yourself examine the book. The list is, of course, not complete. A complete list would require far more time and space and facilities for research than the editorial department of a magazine can command.

RELIGION FOR THE GRADES

The Eternal Sacrifice, by Louise D. Ross (Catholic Education Press), presents the history of the Mass and the significance of its ceremonies, and the principal feasts of the year. It is a good textbook for the seventh and eighth grades, a good book for the school or home library, and a suitable guide for study clubs.

The Bible Story (Book I, grades 3 and 4; Book II, grades 5 and 6), by Rev. George Johnson, Ph.D., Rev. Jerome D. Hannan, D.D., and Sister M. Dominica, O.S.U., M.A. (Benziger Bros.) These books present the Bible story in biographical form, using Scriptural phraseology adapted to the lower grades. A teacher's manual accompanies the textbooks.

A real achievement in literature for children is **God's Heroes**, a series of 20 pamphlets on the saints, by Rev. Thomas A. Lahey, C.S.C. (Ave Maria Press, Notre Dame, Ind.)

The Bruce Publishing Company, Milwaukee, Wis., has announced the practical completion of the **Highway to Heaven Series**, presenting a course in religion for grades one to eight, inclusive. The course was worked out by the Catechetical Institute of Marquette University. The books are in order of their grade levels: *The Book of the Holy Child*, *The Life of My Saviour*, *The Life of the Soul*, *Before Christ Came*, *The Vine and the Branches*, *Following the Mass* (the Missal), and *The Highway to God*. The last named is the textbook for the seventh and eighth grades. A complete, intelligible course in the fundamentals of the Faith, it lends itself well to reading and study by those who want a systematic review of the fundamentals in religion.

A new edition of the popular **First Communion Catechism**, by Rev. P. Henry Sullivan, has just been published by George Grady, 445 W. 41st St., New York City.

In August, 1934, there appeared a junior edition of **Jesus and I**. This contains all the material and illustrations of the regular edition, but printed more economically. It sells for 9 cents. The regular edition with colored pictures is 40 cents. This is an excellent textbook in religion for primary children, published by Loyola University Press (Chicago), and George A. Pflaum Co. (Dayton, Ohio).

A new edition of **Religion: Doctrine and Practice**, by Francis B. Cassilly, S.J., came recently from the Loyola University Press (Chicago). Many teaching helps and considerable new material has been added.

The Powerful Sacraments, by Rev. Patrick T. Quinlan, is a new edition of a book for upper-grade children who are not attending Catholic schools. It has been prepared to meet the specific needs of such children and is arranged in a very teachable form. The publishers (Loyola University Press) announce that the author's two other books, *Our Faith* and *The Holy Sacrifice of the Mass*, will also soon be issued in revised editions.

The Catholic Missal, arranged by the Dominican Fathers Callan and McHugh (Kenedy), is a simplified usable edition especially adapted to the requirements of Americans. The publishers have issued a special school edition. In a separate annual supplement they present a layman's daily guide to the Missal.

Among Kenedy's recent books for the school library is **Guy de Fontgalland**, by Sister Mary Vera (Paper, 35 cents), a simple well-written story for children from seven to nine years; and **A Simple Explanation of Low Mass**, by a Secular Priest, with 44 full-page illustrations.

Good News for God's Children, by Rev. L. A. Gales (Catechetical Guild, 15 cents), is a recent 64-page booklet. It contains 30 colored pictures of Biblical events and 30 lessons addressed to children by God the Father and Our Lord Jesus Christ. **The Our Father for Little Ones**, by a School Sister of Notre Dame, is a 24-page booklet with ten colored illustrations, suitable for the first grade. **The Best Gift**, by Rev. L. A. Gales (Catechetical

Guild, 5 cents), is a 48-page booklet of Mass prayers for third- and fourth-grade children.

Youth and Chastity, by Dr. Tihamer Toth, translated by Stephen Chapkovich, edited by Rev. L. W. Forgagh, Toronto, Canada, and distributed in the United States by the Catechetical Guild (\$1.25), is a series of talks to boys and young men from the age of the "teens." It tells them what they need to know and gives a vast amount of advice on how to keep themselves away from temptation or to overcome the temptations for which they may not be responsible. High-school and eighth-grade teachers and pastors may wish to read this book, in order to decide whether they wish to give it to their students.

Father Chaminade, by Herbert Kramer, S.M., published by Maryhurst Normal, Kirkwood, Mo., and priced at 10 cents, belongs in your library. It is the absorbingly interesting biography of the founder of the Brothers of Mary.

READERS AND STORIES FOR CHILDREN

The Thought-Study Readers, by Spencer, Gans, and others. *Fourth Reader*, *Fifth Reader*, *Sixth Reader* (Lyons & Carnahan). These readers were compiled to help pupils develop skill in reading and studying all kinds of work-type materials. The authors have kept in mind that ability to read and study one type of lesson does not insure ability in another field. The content of these books parallels the work in geography, history, biography, nature study, science, citizenship, other social studies, and problem-solving arithmetic.

First Steps in Reading, a pre-primer workbook (12 cents, Hall & McCreary), leads the child to realize that words and groups of words represent ideas with which he is familiar.

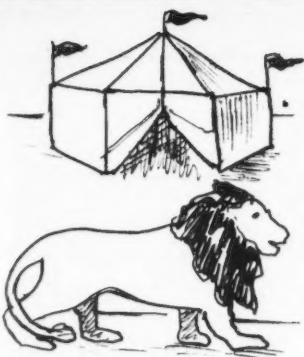
The New Read and Do seatwork and silent-reading book for primary grades by Stubbings and Watts consists of 30 lesson sheets, which may be removed. Each sheet has a picture to be colored, according to the simple directions addressed to the pupil. (16 cents, Hall & McCreary.)

Winston has issued a thoroughly new pre-primer, **Wag—A Friendly Dog**, by Ethel Maltby Gehres. It is intended to precede any set of readers. It uses only 71 words. It contains 46 text pages and 46 large action pictures reproduced from photographs.

(Continued on page 161)



A Hornbook—This is a type of book popular in early American schools. The picture is reproduced from American Reading Instruction, by Smith (Silver, Burdett & Co., publishers).



TEACHER-PUPIL SECTION
for
PRIMARY GRADES

By FLORENCE DAILEY

Illustrated by
YVONNE CÔTÉ SHADY



Circus Animals

Can You Tell the Names of These Animals Without Seeing the List Below?

1. What animal has a loud roar?
2. The animal with humps is what?
3. Which animal has spots?
4. Which animal has stripes?
5. What animal sleeps all winter?
6. Which animal has a long neck?
7. Which animal has a trunk?
8. Which animal swings in a tree?
9. Which animal do you like best?

(Camel, lion, giraffe, tiger, leopard, bear, elephant, monkey.)

Copy the Sentences. Fill the Blank with a Number

1. I have — fingers.
2. I am — years old.
3. A pair of skates means — skates.
4. The word *school* has — letters.
5. A carriage has — wheels.
6. The number of my house is —.
7. There are — children in our room.
8. — are boys.
9. — are girls.
10. There are — windows in our room.
11. There are — pints in a quart.
12. There are — quarts in a gallon.
13. One yard is — inches.
14. One dozen equals —.
15. One week equals — days.

Before Each Name Place the Number of the Abbreviation Which Matches It

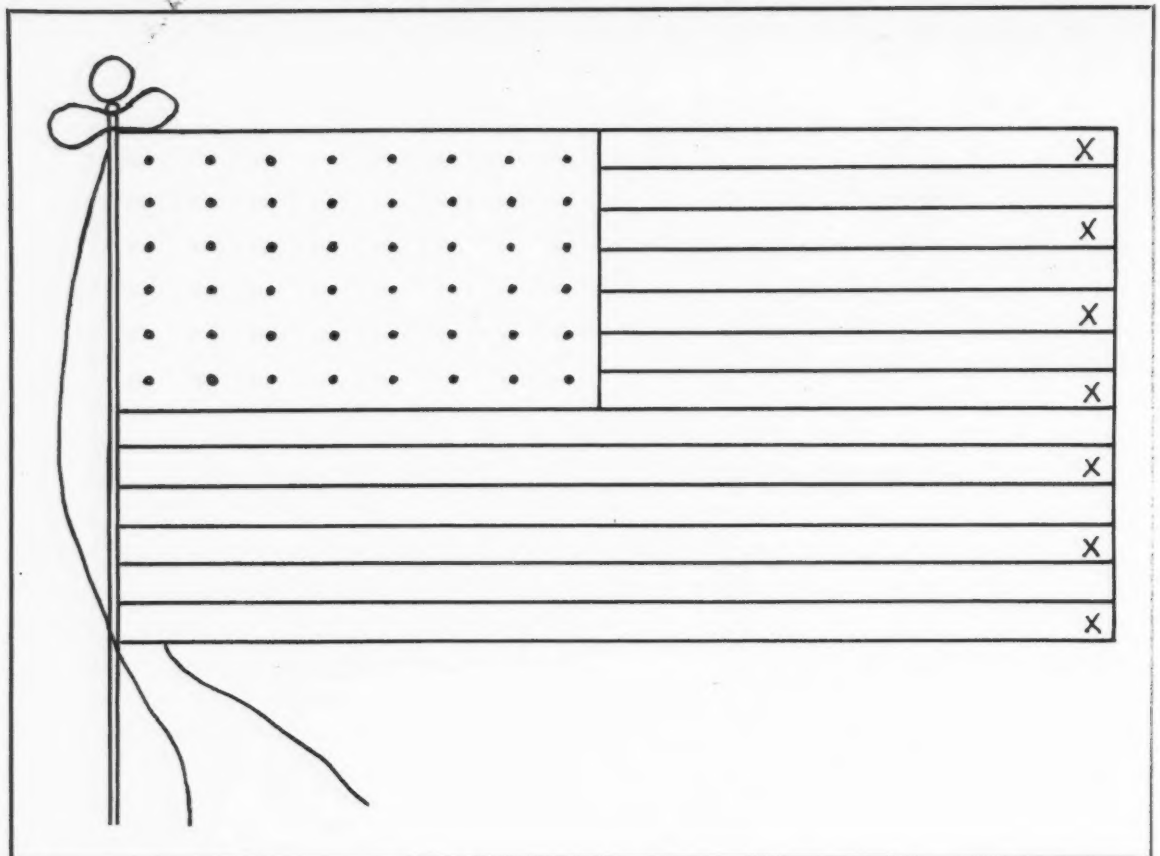
- | | | | |
|---------------|--------|---------------|-----------|
| 1. U. S. | 4. qt. | 7. N. Y. | 10. Rev. |
| 2. St. | 5. lb. | 8. pt. | 11. Tues. |
| 3. Nov. | 6. Mr. | 9. Apr. | 12. Msgr. |
| quart | | Reverend | |
| Street, Saint | | Mister | |
| Monsignor | | November | |
| New York | | Tuesday | |
| | | pound | |
| | | United States | |
| | | pint | |
| | | April | |

Make a Picture of

- | | | |
|-----------------|-----------------|---------------|
| A star | Zero | A square |
| An oval | A circle | A dollar sign |
| A straight line | A question mark | |
| A curved line | A period | |

Draw a Picture Instead of the Word That Belongs in Each Blank

1. — had a great fall.
2. The mouse ran up the —.
3. Boy Blue blow your —!
4. The — ran away with —.
5. Twinkle, twinkle little —.
6. Yankee Doodle stuck a — in his hat.
7. The cow jumped over the —.
8. Jack Horner ate his Christmas —.
9. An old woman lived in a —.
10. Jack fell down and broke his —.
11. The Gingerbread — ran away.
12. The kittens lost their —.



Our Flag

June 14 is Flag Day.

This is our Flag.

It is 158 years old.

The colors of our Flag are Red,
White, and Blue.

These colors say to us,

Red — Be Brave, White — Be Pure,
Blue — Be True.

The Flag has thirteen Stripes, seven
Red and six White.

The Stripes stand for the Thirteen
Original States.

There are 48 Stars on the Flag.

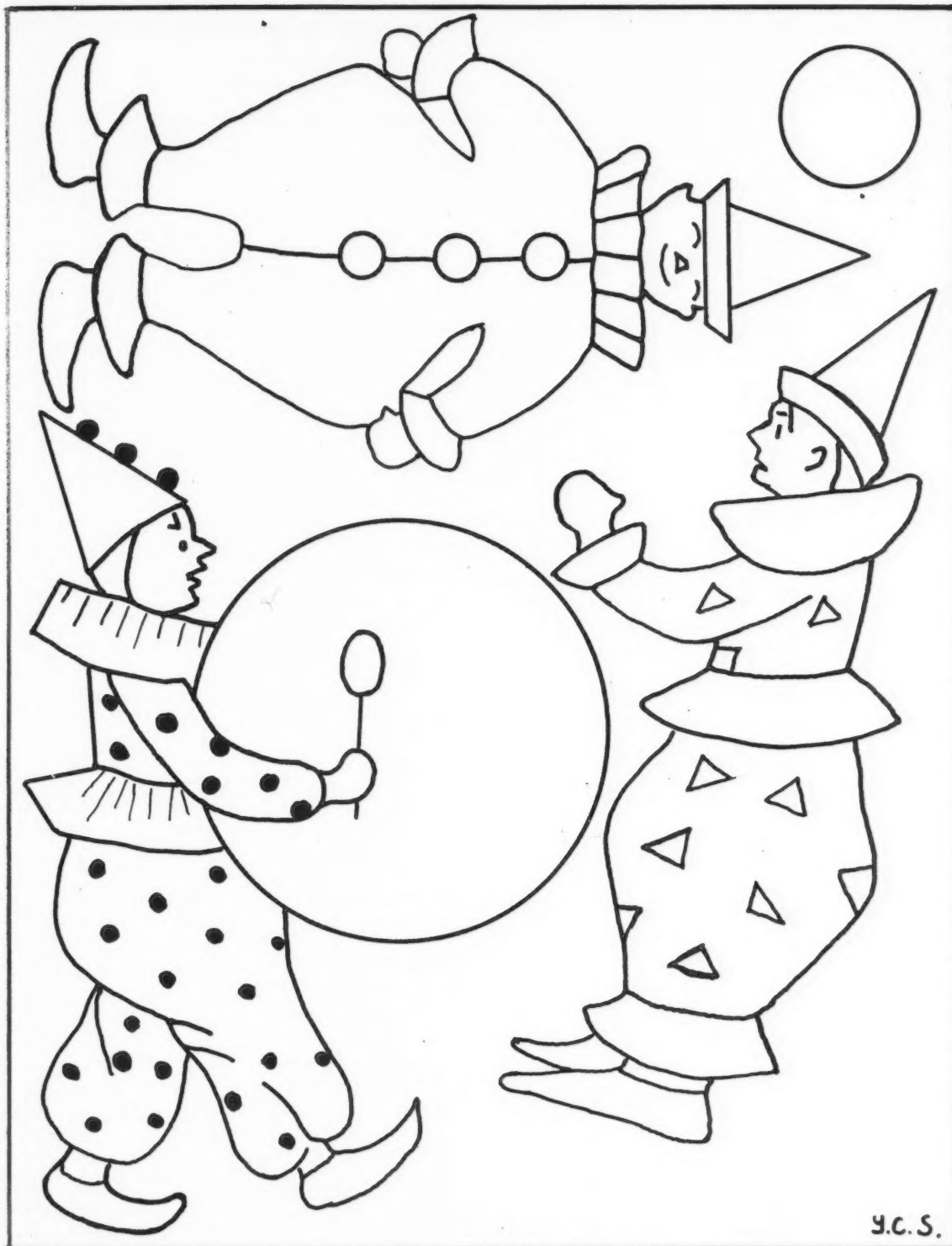
The Stars stand for 48 States in the
Union.

The name of our Flag is, "The Star-
Spangled Banner."

It has a pet name also, "Old Glory."

This pet name was given to it by the
Soldiers in the Civil War.

Flag may be mimeographed and given to each child to color or draw according to instructions. Top of flag (l. to r.) 6¼ in.; end of flag, 3¼ in. Top of blue field, 3 in. from pole to end; length of blue from top downward, 1¾ in.; width of each stripe, ¼ in. The eighth line, including the top one, extends from end of flag to pole. Color stripes marked X red; color field blue; color pole black. Paste smallest size silver merit stars where indicated by dots. Suitable for third grade up.



Cut out and use for patterns. Clown may hold balloons in upraised hand. Different poses to be given to different rows. Color suit according to child's idea. If board space allows, arrange in border 15 inches apart. Animal cut-outs could also be used in border.

JUNE

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7 	8 
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24	25	26	27	28	29

IMPORTANT DAYS

JUNE 13-ST. ANTHONY OF PADUA

JUNE 14-FLAG DAY

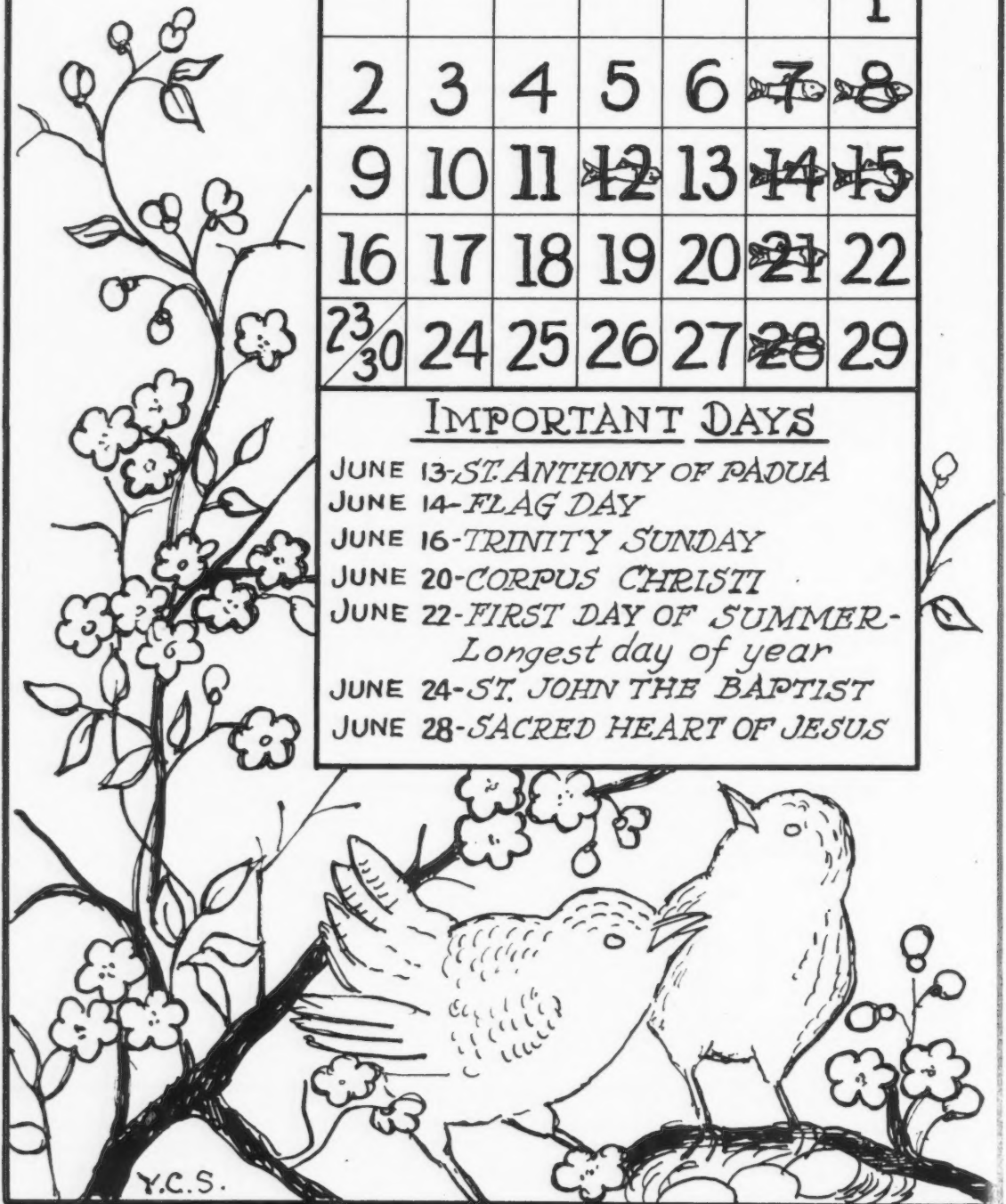
JUNE 16-TRINITY SUNDAY

JUNE 20-CORPUS CHRISTI

JUNE 22-FIRST DAY OF SUMMER-
Longest day of year

JUNE 24-ST. JOHN THE BAPTIST

JUNE 28-SACRED HEART OF JESUS



(Continued from page 156)

Teachers using **Cathedral Basic Readers** will be more than interested in the new **Extension-Reading Workbooks** (grades 4, 5, and 6) to guide the pupil into independent reading on varied subjects and to teach him how to use reading efficiently as a tool for recreation and study. (Scott, Foresman & Co.)

Science Stories, Book Two, is a new book in the Curriculum Foundation Series (Scott, Foresman). Its aim is (1) to present science to second-grade children, answering such questions as: "How do animals get food?"; "What makes rain?"; "How does electricity help us?"; and (2) to provide training in reading and study useful in the field of science.

Thought Test Readers and the **Kinsella Readers** (University Publ. Co.) will be found interesting for silent reading and supplementary story reading, respectively.

Garden Stories for Children, by Nortridge (Noble & Noble, \$1.50), is a new group of stories about 18 children and the planting of their gardens. Treating of flowers, vegetables, birds, and trees, it aims to provide a groundwork for botany in a vocabulary suited to children. It is illustrated with four-color pictures. The **Nature Science Series**, by Fisher and Langham (Noble and Noble), contains four books: *World of Nature*, *Ways of Wild Folk*, *Our Wonder World*, *In Field and Garden*. They contain colored pictures, facts, stories, and poems about animals and plants for grades 3 to 6.

Great Writers for Young Readers is a 4-volume series of readers for grades 4, 5, and 6, containing stories from the English classics: Vol. I, Stories from Shakespeare; Vol. II, Stories from Scott; Vol. III, Stories from Dickens; Vol. IV, Stories from Tennyson. They are published by Oxford University Press, 45 cents each.

Unit Study Books is the general title of an interesting series of well-printed, illustrated booklets of informational reading lessons for grades 1 to 4. The first-grade list is: *Travel, Policemen, Firemen, Keeping Our City Clean, The Dairy, Farm Animals, Pets, The Circus, Houses, The Library*. More advanced background material for geography, history, and civics is introduced for the second, third, and fourth grades, most of which is excellent. The teacher should, of course, examine the set for her grade and choose the titles she wants. There are 10 booklets for each grade priced at 10 cents each net. They are published by The American Education Press.

The **Western Nature Science Series** are seven volumes recently published or now in preparation, by Harr Wagner Publ. Co. *Our Garden* (grade 1) by C. A. and F. L. Marcy, presents the western home and its nature environment. *Garden Secrets* (grade 2) does the same for the western community. *The Indians' Garden* (grade 3) presents nature in the West as the Indians saw it. *The Padres' Garden* (grade 4) tells what the Padres found in nature and what they brought to the West. *The Pioneers' Pathway* (grade 5), by Mae Corwin, describes the trees and flowers along western pathways. *Trails Today* (grade 6), by Walling Corwin, tells of the animals of land and sea on the western coast. *Earth and Sky Trails* (grades 5 and 6), by F. H. Shackelford, is an introduction to the study of the earth and sky. The books are listed at \$1 each. Teachers in the east will, no doubt, find *The Padres' Garden* the logical choice for sampling the set.

The **Do-It Reader** is a useful supplementary book for the second grade, providing silent reading, seatwork, and tests, and involves writing, spelling, and phonics. (12 cents from Hall and McCreary.)

New publications for children's reading from the Beckley-Cardy Company, are **Read a New Story Now**, by Hattie A. Walker (grade 1). Miss Walker will be remembered as the author of *Shining Star the Indian Boy* and *The Snow Children*. These are seven stories about animals. **Story Pictures of Farm Animals**, by John Y. Beaty (grades 1 and 2). **The Little Story House**, by Miriam E. Mason (grade 1), deals with play activities and fairies. The above books sell at 70 cents each. **Peter and Nancy in South America**, by Mildred H. Comfort (grade 6), 80 cents, continues the travels of Peter and Nancy in Europe. **Better Citizenship for Little Americans**, by Edith W. Lawson (grade 2), teaches careful use of time, money, and materials. Illustrated in black and colors. **A Dog of Flanders**, by Ouida (grades 5 and 6), (60 cents), is not new but worthy of mention as a school and library edition of a well-known classic.

In **The Mission Bells of California** (Harr Wagner Publ. Co., \$4), Marie T. Walsh interweaves the romance of the Missions with the story of the bells from various countries installed by the Padres.

WORKBOOKS, TEACHERS' BOOKS, LIBRARY BOOKS

Improving Your Speech, by Letitia Raubicheck, Ph.D., recently published at \$1 by Noble & Noble, will interest teachers in the elementary schools who are anxious to improve the speech of their pupils. First the single sound is studied, then phrases, then sentences containing the sound. Every sound in the English language is studied.

Literature and the Child, by Blanche E. Weekes, Ph.D. (Silver, Burdett, \$2.16), is a new book for grade teachers, with emphasis on the work of the intermediate grades. It treats of the nature, purpose, and history of children's literature, illustrators, writers of poetry for children, methods of teaching, self-expression, etc.

American Reading Instruction, by Nila B. Smith, Ph.D. (Silver, Burdett), is the result of a recent doctor's thesis involving a study and analysis of the progress of the teaching of reading. Two large charts, published separately, give a complete outline of this history. The book and charts are suggested as the basis of a survey of practice in a school with a series of teachers' study meetings.

A Selected and Annotated List of Books for Parochial School Libraries, by Sister Cecil of the College of St. Catherine Library School, St. Paul, Minn., has just been published by The Newman Bookshop, Westminster, Maryland. The list includes sections on the parent-teacher shelf, Catholic authors, fiction, classified list, children's magazines, reference, librarian's helps, directory of publishers. Sister Cecil will be remembered by our readers as the author of "A Library in Every Parish School," published in the June, 1934, CATHOLIC SCHOOL JOURNAL.

The 1934 **Graded and Classified List of Books for Young People** (G. P. Putnam's Sons—Minton, Balch & Co.) contains many titles for all grades from the primary through the high school. This is a convenient catalog of the books of these publishers with quotations from reviews. We note as we page through, such titles of special interest as: *Economics for Young People*, by Hilaire Belloc; *The Middle Ages*, by Dorothy Mills; *Skyward*, by Evelyn Byrd; *Putnam's Historical Atlas*; *The Book of Opportunities: A Dictionary of Jobs*, by Rutherford Platt (revised, \$3). The latter book lists more than 3,500 occupations. It is valuable for the vocational guider.

Adventures with Books and Libraries, by Lewis and Lesser (American Book Co., 40 cents), a new practical workbook in 16 units, teaches what every student should know about using text and reference books, finding books in a library, planning work, etc.

The Social Studies in the Primary Grades, by Grace E. Storm, of the University of Chicago (Lyons & Carnahan), a new professional book for teachers, has been adopted by a number of states and recommended by the National Education Association. The author aims to tell what social-study units are suitable for each grade and suggests: Proper objectives, materials needed, methods, suitable books for children, outcomes, and type lessons.

SPELLING AND PENMANSHIP

The Progressive Spelling Series, by Firman and Sherman (Silver, Burdett), is a new type of spelling on an individual socialized study plan for grades 2 to 8, inclusive. A unit lesson presents first a list of basal words. *The Teacher's Manual* explains how each student gives himself a pretest on this list. He then learns, in a systematic way, to spell the words he does not already know, and proceeds to a shorter list of variants derived from the basal list, and finally to a few words in an advanced list. All the words for this whole procedure are on one page. This system eliminates homework and the unnecessary drill on words already known to the pupil. The results should be excellent. There is one booklet for each of grades 2 to 8 and a teacher's manual priced at 16 cents for each booklet.

The Stanford Speller, by Almack and Staffelbach (Laidlaw Bros.), is an up-to-date series of spelling textbooks and workbooks combined. Besides the selected, graded word lists, they make provision for the pupil's own word list. Drill on pronunciation is handled in a very interesting manner. Pupil activity is constantly provided. There is good training in the use of the dictionary. There are plenty of reviews, tests, and self-testing devices.

My Word Book, by Breed and Seale (Lyons & Carnahan), is a new kind of spelling-practice series for grades 2 to 8, providing, under one cover, word lists, together with teaching, practice, review, and testing materials. Lessons for each day include word lists, letter-dictation, individualized reviews, exercises in association and word meaning, column and context tests, etc.

Learning to Spell, by Coleman, Donovan, Frasier, and Stoddard, has been issued in a new edition (Hall & McCreary). The words are carefully graded for each year from 2 to 8. The series may be had in a two-volume cloth edition at 48 and 36 cents, or in a 7-volume paper edition at 12 cents a volume. The authors recommend the Three-Day Attack method.

The Morrison Spelling Series, by Cayce Morrison, Ph.D. (Iroquois Publ. Co.), gives special attention to a scientific selection and grading of the vocabulary and to grouping and other teaching devices. The complete speller and workbook for grades 2 to 8 is furnished in cloth or flexible binding. There is a 3-book series without the workbook feature, also a junior-high-school edition.

Graded Penmanship, by Brother Eugene, O.S.F., Litt.D., is a carefully graded series of penmanship in 8 books for grades one

to eight, with *Teacher's Manual for All Grades*, perception strips, and scientific handwriting scales. The system is planned to develop in the pupils the power to direct their own practice and the ability to judge their work. Each lesson has a purpose and is related to actual writing experience. The subject matter for practice is correlated with religion and other subjects in the curriculum.

ARITHMETIC FOR THE GRADES

With the publication of books seven and eight, Ginn & Company have completed their *Alpha Individual Arithmetics*. These combined textbooks, workbooks, and testbooks, compiled by the supervisory staff of the Summit Country Day School, Cincinnati, Ohio, make it possible to treat each pupil as an individual. They are well illustrated and correlate arithmetic with literature, business, geography, algebra, etc. The earlier volumes of the series were reviewed in this JOURNAL as they appeared.

During 1934 the American Book Company published a new and enlarged edition of the Strayer-Upton *Practical Arithmetics*, which had been on the market for six years. Clearness, simplicity, and motivation characterize this scientifically constructed series. There is an abundance of drill, review, and test material. See also THE CATHOLIC SCHOOL JOURNAL, September, 1934, page 210.

Teachers of the seventh and eighth grades will be interested in the new Schorling-Clark-Smith *Modern-School Mathematics*. (World Book Co.) They provide a course based upon the requirements of the modern school, with provision for individual differences, numerous illustrations, drills, tests, etc.

Winston has added to the well-known *Triangle Arithmetics*, a *Teacher's Handbook* for grade 2. This book presents each new combination concretely by a picture, a dramatization, a drawing activity, or by a formal grouping. Many of the illustrations are in colors.

The *New-Day Arithmetics*, by Durell and Gillet, published recently (Merrill Co.), are written expressly for use in the new, scientifically developed curriculum in the modern school. Among the features of the new courses in arithmetic upon which the authors have based these books, they point out specially the following: Attention to the growth of number concepts; Complete mastery; Reteaching instead of review; Scientific gradation and placement of subjects; Definite provision for individual diagnosis and remedial work; Problem solving taught cumulatively by the "experience method" instead of didactically by the use of a "formula"; Maintenance of skills through scientifically constructed practice exercises instead of reviews; New-type problems with social significance and reading appeal.

My Arithmetic Tablet, a series of workbooks for grades 1 to 8 (Webster Publ. Co.), supply practical exercises, a simple scoring system, helps for pupils, standardized tests, answers, etc. The Webster Company have a large list of workbooks including *Plane Geometry: A Text-Workbook* for the second year of high school; and *Study Guides in U. S. History*, a workbook for grades 7 and 8.

The *Picture Number Chart*, published recently by Scott, Foresman & Co., is certainly a wonderful help to first-grade teachers in developing in the child mind a comprehension of number symbols. This wall chart consists of 12 pages, 30 by 22½ inches. The meaning of "6," "six," and the same in script, is clear to the child when he sees the symbols opposite the picture of six puppies. The chart is part of the Curriculum Foundation Series, designed to build a sound reading foundation for the subjects to be studied in the intermediate grades. Other books of the Curriculum Foundation Series, dealing with numbers, are *Number Stories*, Books I, II, and III. The vocabulary of the *Number Stories*, is correlated with that of the *Cathedral Basic Readers*. The publishers supply a teacher's manual free to users of the series.

The *Lennes Essentials of Arithmetic*, published during the past year (Laidlaw Bros.), is a new kind of textbook that should simplify and increase the efficiency of arithmetic teaching. In a series of six books (44 cents each), it supplies a complete course with a workbook page for each lesson. At the left of the page and permanently bound, all the processes are clearly explained and illustrated. The practice exercises are on the same page, separated from the explanations by a perforation. This system eliminates "copying" of the problems or the use of an additional workbook. (See also review in this JOURNAL, September, 1934, page 16A.)

The *Iroquois Arithmetics*, by De Groat, Firman, and Smith (Iroquois Publ. Co.), appeared recently in an enlarged edition. They are teachable and arouse a desire to use numbers. They supply drill on the 390 number combinations in proportion to difficulty. Explanations are very clear. Each process is presented in a box. Reasoning is emphasized in the drills. The Graded-Difficulty Exercises supply a complete permanent workbook bound with the text. A 3-book or 6-book set covers the course from grades 3 to 8. The *Iroquois Graded-Difficulty Number Cards* are a really scientific set of flash cards for use with the above-mentioned books or any other arithmetic series.

ART AND MUSIC

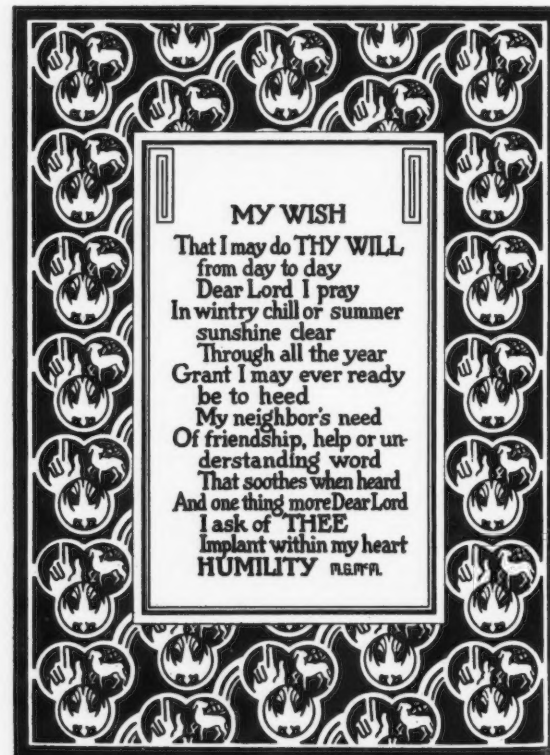
Art Education Through Religion, by Mary G. McMunigle (Mentzer, Bush & Co.). This series, subtitled *A Process of Character Building*, was compiled for the schools of the Diocese of Pittsburgh. The author, Miss McMunigle, is director of art for these schools. Rev. Paul E. Campbell, A.M., Litt.D., diocesan superintendent of schools, and Rev. Raymond V. Kirk, Ph.D., acted in an advisory capacity to the author. The books constitute a remarkably successful attempt at correlation of religion with art. There are eight books (18 cents each), each containing several pictures in colors, including a fine reproduction of a masterpiece of art and an illustration of a pageant project for the year. The lessons form a well-graded course in general art work—drawing, cutting, coloring, modeling, etc., in addition to the fact that a large number of them are based directly upon religious subjects. The *Teacher's Manual* for the course, published somewhat later than the texts give full directions for the presentation of each lesson, and the planning of a pageant at the end of each year. As these books must be seen in order to be appreciated for their beauty and practicability, we suggest to principals and art supervisors that they order a sample set.

Art Stories, Book Two, one of the Curriculum Foundation Series (Scott, Foresman), is an art-appreciation book for the second grade, and a tool for teaching reading skills in the field of art. It uses pictures, stories, games, verses, etc., to acquaint the child with art concepts and terminology.

Readers who have followed Mr. James's series of articles on teaching art, published during the past two years in THE CATHOLIC SCHOOL JOURNAL, have noticed the frequent references to *Practical Drawing, Correlated Art Edition*. This series of eight books for the grades has been adopted by the archdioceses of Chicago, New York, Boston, and St. Louis. It is published by Practical Drawing Company. It puts "all student activities into art, and art into all student activities." *Correlation of Art and the Mass* is a 96-page teacher's handbook to accompany the above-mentioned series.

World-Famous Pictures, by Oscar W. Neale (Lyons & Carnahan), is a manual for teachers, which aims to show definitely what pictures to teach in the elementary grades and how to teach them. It presents interpretations and colored reproductions of 72 paintings, which are required most frequently in elementary courses of study.

The *Gregorian Chant Manual of The Catholic Music Hour* (Silver, Burdett), will be off the press in June. Teachers should



Inside Cover Design from *Art Education Through Religion*, by McMunigle (Mentzer, Bush & Co., publishers).

make arrangements to examine this Manual and also the textbook, *The Catholic Music Hour*. *Human Values in Music Education*, by James L. Mursell (Silver, Burdett, \$2.40)*, is a new book largely inspirational, which is designed to interpret to the teacher and the public the importance of music in the curriculum.

Music Teaching in the Elementary Grades, by George E. Hubbard, recently published (American Book Co.), should prove interesting and valuable. It aims to give practical advice to the young or inexperienced supervisor and teacher with suggested lesson plans. The same publishers recently issued *Melodic Dictation*, by Bernice White, with a teachers' supplement—a text for teaching the elements of music through the ear. *Discovering Music* (a course in appreciation) by McKinney and Anderson (American Book Co.), is a much more advanced work, illustrated with reproductions of paintings, sculpture, and architecture, and thematic music material.

Music First Year (new edition), by Justine Ward (Catholic Education Press), presents rhythm from a new angle, suited to young children. This is an important textbook of the year.

A History of Music in Pictures, by Kinsky (E. P. Dutton & Co.), received very enthusiastic attention at the February N.E.A. convention. It contains nearly 400 pages and more than 1,500 illustrations.

The Organ and Its Music, by A. C. Delacour De Brisay (E. P. Dutton & Co., \$2.50), gives the history of the organ in nontechnical language, facts about composers of organ music, and a list of phonograph records of organ music from the time of J. S. Bach to the present.

Grove's *Dictionary of Music and Musicians* has just been reissued by the Macmillan Company in a six-volume set at \$18. This will be welcome news to teachers and librarians who have wanted this compilation by eminent critics of all times, but have been unable to pay the former price of \$40.

ENGLISH IN THE GRADES

The Daily-Life Language Series, by Lyman and Johnson (Ginn & Co.), is an important new set for grades 2 to 8, inclusive compiled after six years of planning and an analysis of 99 courses of study. It succeeds in correlating language study with daily life and environment.

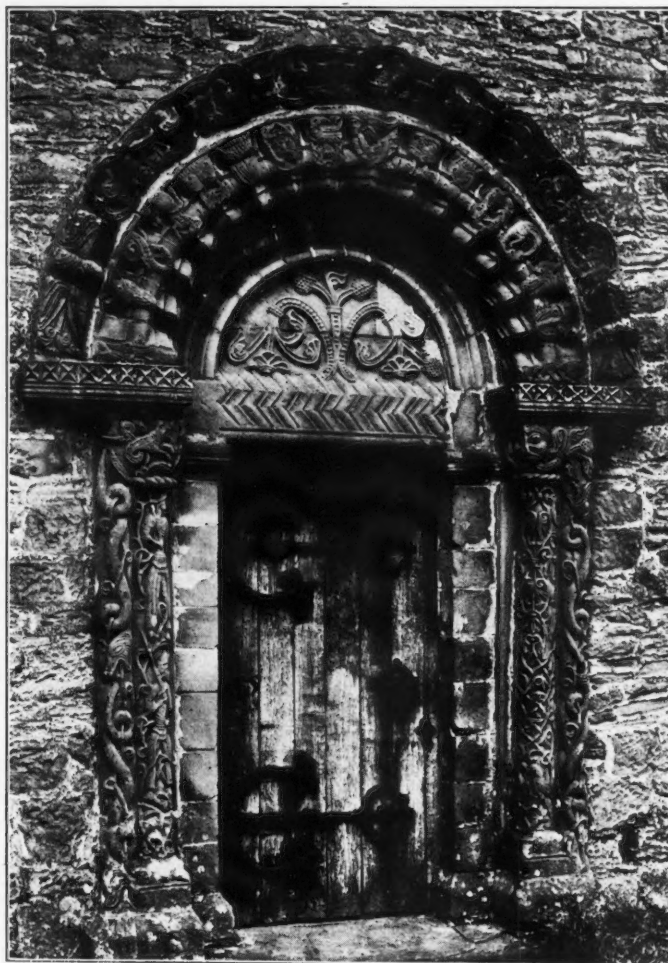
The John C. Winston Company has published a new edition of the popular Beveridge-Ryan-Lewis *English for Use*. There are a 3-book and a 6-book edition for grades 3 to 8. This is an inductive series which teaches good usage positively and avoids negative teaching. It puts much stress on applied essentials of grammar, avoiding needless formal classifications. The set is beautifully illustrated in both black and white and colors.

Growth in English, by Simpson, Adams, Douglass, and Fowler (Newson & Co.), is an up-to-date series for grades 3 to 8 in a 3-book or 6-book edition. The publishers announce them as "books which are not superficially inclusive but selective, with clearly defined objectives and planned development." Objectives or Attainments are set out in the text by a box arrangement, after they have been introduced inductively. Those for grade 3 are, for example: Tell complete thoughts in sentences; Tell thoughts in order; Keep to the point; Use new words; Use good beginning and good ending sentences; Ask meaningful questions; Use other words to tell the same thought; Look for the main ideas in a paragraph. Particular emphasis is put upon a very close gradation of subject matter.

Essentials of Everyday English, by Ferris and Keener (Laidlaw Bros.), which were reviewed in this JOURNAL, January, 1934, page 20, supply a directed study program for grades 3 to 8. They are a very successful combination of textbooks and workbooks.

Thinking, Speaking, and Writing, by Veit, Fox, Sweeting, Sheehan, and Lustgarten (Silver, Burdett), is a new series for grades 3 to 9. Thinking is involved in the class discussions and study of models; speaking, in oral composition; and writing, in written composition. Much emphasis upon the "thinking," and more than usual attention is given to oral composition. Composition topics are based upon the pupil's experience, and models presented are from children's compositions.

Living English for Junior High Schools, by Howard R. Driggs (University Publ. Co.). This is a 3-book series for grades 7, 8, and 9, by a pioneer in the art of putting life into the teach-



An Example of Rhythm in Architecture. Doorway of Kilpeck Church, England (12th century)—An illustration from Discovering Music, by McKinney and Anderson (American Book Co., publishers).

ing of English. These books, as well as the author's *Living English* for the grades, are characterized by a definite teaching program; systematic exercises, drills, and tests; function treatment of grammar; and their appeal to the pupils.

English Exercises—Drills and Tests, by Griffith and Walker (Iroquois Publ. Co.), is a compact tool for correcting errors and teaching right habits. It is intended for any grade beyond the seventh. A teacher's key is a big timesaver.

Steps to Good English, by Ahles and Lawlar (Iroquois Publ. Co.), is a new textbook and workbook for the seventh grade. It gives a complete course in English for the year, including spelling, library instruction, grammar, composition, vocabulary building, poetry appreciation, silent reading, and lists of books. It includes tests and the usual forms of exercises. This appears to be an excellent book that the teacher should examine.

GRADE HISTORY AND GEOGRAPHY

The Lawlar Histories of the United States, which are well known to teachers in Catholic schools, have been kept up-to-date in subject matter and teaching methods. Ginn & Company now announce *An Elementary History of the United States*, by Thomas B. Lawlar, for the 4th or 5th grade. It presents our history from early historic times in the Old World in picturesque story form. Lawlar's *Standard History of America*, for upper grades, reviews our history in 14 units from the Era of Discovery to the World War and Problems of Today. Teaching helps include a preview for each unit, tests, activities, review examinations, time charts, etc.

Our World Today geographies, by Stull and Hatch (Allyn & Bacon), have been adopted by a number of diocesan-school organizations. This is a 4-book series: *Journeys Through Many Lands*;

Journeys Through North America; Our World Today (Book I, Europe and Europe Overseas and Book II, Asia, Latin America, United States). The authors have striven to promote international understanding and good will while embodying in these books the newest, most interesting, and attractive features of geography textbooks.

Our Industrial World, for grades 7 and 8, is an addition to the J. Russell Smith geographies (Winston Co.), which now includes the following: *Home Folks* (grade 3); *World Folks* (grade 4); *American Lands and Peoples* (grade 6); *Our Industrial World* (grades 7 and 8). These geographies have been reviewed in this JOURNAL; a review of the latest one appears among the book reviews of this issue.

Brown and Thorp's **Directed Geography Study**, published in 1934 (World Book Co.), is a series of three workbooks and study guides (I, *The Western Hemisphere*; II, *The Eastern Hemisphere*; III, *World Interdependence*). These books present a series of unit problems for the pupils. The authors recommend that they be used with a classroom library of several standard texts to which they make references, but they are suitable for use with one basal text. See THE CATHOLIC SCHOOL JOURNAL, August, 1934, page 10A.

Our World and Ourselves, by Carpenter, Brigham, and McFarlane (American Book Co.), have been reviewed several times in this JOURNAL as the various volumes appeared. The basic edition of these geographies consists of four books: Book I, *Our Neighbors Near and Far*, by Frances Carpenter, combine human geography with regional geography in a way that appeals to the fourth-grade child. Miss Carpenter has prepared an illustrated workbook to accompany this volume. Book II, *Our Home State and Continent*, by Brigham and McFarlane and an expert on the geography of the state for which the book is intended. Illinois, Iowa, Maryland, District of Columbia, Delaware, Michigan, Minnesota, Missouri, New England, New Jersey, North Dakota, Ohio, Tennessee, Washington, and Wisconsin are each given a special edition of this volume. There is a New York State edition for the whole four-volume series. Book III, *Our Continental Neighbors*, studies all the continents except North America and Book IV, *How the World Lives and Works*, correlates all the elements of geography.

Space does not permit a description of the many supplementary geographical stories by Frances Carpenter such as *Our Little Friends of Eskimo Land* and the *New Geographical and Industrial Readers*. We suggest that teachers write to The American Book Company for a complete description of these.

The Iroquois Geography Series, by Abrams, Bodley, and Thurston (Iroquois Publ. Co.), have become quite popular. They consist of *Home Geography* (basal text and workbook), *Peoples of Other Lands, North and South America*, *The Old World Continents*, *World Geography*, *North America*, *South America*

and the *Old World Continents*. There is a complete series of workbooks to supplement these texts. Simplified maps are a feature of this series.

The Ridgley, Howe, Hart **Text-Workbooks** in geography (McKnight), should be brought to the attention of teachers. In a 5-book series they provide directions for study, questions, tests, etc., with page references to several standard textbooks. The same company issued during the year 1934, *Geography—How to Teach It*, edited by George J. Miller, containing discussions by 24 teachers of geography.

Daylight, Twilight, Darkness, and Time, by Lucia C. Harrison (Silver, Burdett, \$1.24), is a new book for teachers of geography. Without presupposing a knowledge of astronomy, it greatly simplifies the subject of geographical location upon the climate and the life of the people.

GRADE-SCHOOL REFERENCE BOOKS

Compton's Pictured Encyclopedia has undergone a very considerable revision for the 1935 edition. About 9 per cent of the text pages and 75 per cent of the index pages have been reset. More than 100 new photographs and 39 new drawings were made for this new edition. For example, there is a new map of Japan and Manchukuo, a diagram of "Greatest Heights and Greatest Depths," illustrations of the principles of streamlining, new photographs of New York City, latest maps of national parks and monuments. The use of color for educational purposes has been greatly increased.

In the 1935 edition of *Compton's Pictured Encyclopedia*, the general article and bibliography on Story Telling by Miss Moore has been supplemented by a special article on Folk Tales by Mary G. Davis, of the New York public library. There is a good article on President Roosevelt and the New Deal by Professor Paul L. Haworth, and other articles on special phases of the New Deal. A new article on Money appears by Dr. Lyon of Brookings Institution and the other articles on money problems and economic life have been revised. Such new things as streamlined trains, television, etc., are given proper attention. And the latest developments in foreign countries are presented according to the capacity of young folks.

The World Book Encyclopedia, published by W. F. Quarrie & Co., is one of the popular and useful reference works for the classroom and home. The publishers have recently added a valuable feature for the teacher, entitled *Childcraft*.

Childcraft (W. F. Quarrie & Co.), is a comprehensive plan for professional self-development prepared especially for the primary teacher. It is planned as a practical library for the primary teacher. It provides unit and activity work, including illustrated story-telling material, poems, social studies, language, art, etc.

The Book of Knowledge, the Children's Encyclopedia has just come from the press in the latest revised silver-jubilee edition. The publishers, The Grolier Society, are celebrating the silver jubilee of this popular children's encyclopedia. For the new edition several departments—Wonder, Poetry, Stories and Golden Deeds—have been revised. New Things to Make and Do have been included, some of them suggested by children. Modern Homes and Houses is an example of the new features.

Thorndike-Century Junior Dictionary (published by Scott, Foresman), is one of the outstanding textbooks of the past year. Prof. E. L. Thorndike, author of the Thorndike word lists, has written the dictionary to be of practical use to children. Words are defined in terms simpler than the word defined; by frequent use of the word in a sentence, or by an illustrative sentence alone when the word cannot be defined in terms simpler than itself; and by extensive use of pictures. (See review in this JOURNAL, March, 1935, page 84.)

RELIGION FOR THE HIGH SCHOOL

Benziger Brothers (New York City) have issued an excellent 4-year Course in Religion for Catholic High Schools and Academies, by Rev. John Laux, M.A.: Part I, *Chief Truths of Faith*; Part II, *The Sacraments*; Part III, *Christian Morals*; Part IV, *God, Christianity, and the Church*.

During the past year, The Paulist Press (401 W. 59th St., New York City), published a new series of its **Popular Pamphlets**. Many of these are quite suited for use in high schools. The same applies to many of the well-written, timely pamphlets issued by The Queen's Work Press (St. Louis, Mo.), and the America Press (461 Eighth Ave., New York City).

Grains of Incense, by Rev. Francis P. Donnelly, S.J. (Wm. J. Hirten Co., 25 Barclay St., New York City), will be found useful to the teacher not only for his own reading and meditation, but also by supplying comment and verse for every month in the year.

The Catholic Action Committee of Women (424 N. Broadway, Wichita, Kans.), have added **Praying the Mass**, by Rev. John J. Butler and Angela A. Clendenin (See CATHOLIC SCHOOL JOURNAL,



A Venerable French Shoemaker—An illustration in Our World Today, geography by Stull & Hatch (Allyn & Bacon, publishers).

April, 1935), to their *Catholic Action Series* of study-club textbooks.

Outlines of Bible Study, by Rev. J. C. Dougherty, S.T.L. (Bruce Publishing Co.), is a new study of the Old and the New Testaments, with emphasis on the influence, history, and literary beauty of the Bible.

HIGH-SCHOOL ENGLISH

Grammar for Speaking and Writing, by Kenneth Beal (Harcourt), was reviewed in the September, 1934, issue of this JOURNAL (page 210). We think that this book would improve the course in composition in any eighth grade or high school. It is a book that, once studied, the pupil should keep at hand for reference alongside his dictionary.

Lessons in English Essentials for Junior High Schools, by Annie Ginsberg, is a new workbook and drill pad in grammar, capitalization, punctuation, and correct usage for seventh-, eighth-, and ninth-grade classes. Diagnostic and review tests provide the necessary checks. The essential principles are clearly stated and the lessons are interesting. The book provides a practical means of insuring mastery of essentials and a means that is easy both for pupil and teacher. It is published by Longmans, and is priced at 56 cents.

High-school teachers of English who are familiar with the contributions of Alfred M. Hitchcock to the cause of better teaching of composition will be interested to learn that his publishers, Henry Holt & Co., have now in press a new Hitchcock book, entitled **Drill**. It is a collection of 210 exercises for 10-minute oral drill on functional grammar, usage, punctuation, and sentence structure. The book has been constructed from exercises which have already proved successful in the author's former books and from new material. **Sentence Craft**, by Wright and Hitchcock (Holt), published in 1931, provides the material needed in the ninth and tenth grades to develop expert craftsmanship in sentence structure.

English at Work. Book II, by Helen Rand (Holt), has just been published. It continues the work of Book I which appeared in 1933, "Thinking about it—Doing it—Developing skill," is the general plan of these books in high-school composition.

How to Read Aloud, by Fuller and Weaver (Silver, Burdett, \$1), has the following table of contents: I. Creating the setting: backgrounds of appreciation; II. Color: moods in literature; III. Key and Imitative Words: cues to the meaning; IV. Phrasing in the reading of verse; V. Emphasis: studies in contrast; VI. Committing to memory; VII. The voice in reading.

Principles and Types of Speech, by Alan H. Monroe (Scott, Foresman), is a new high-school book, which presents the "science" of writing and delivering speeches in readable and functional manner.

An edition of *Fabiola* that makes this fine classic available for reading in the upper grades and the high school is welcome news. The new edition has been edited by Rev. John R. Hagan, Ph.D., and Alice C. Hagan, A.B., at a list price of 75 cents. (Longmans, Green.) After classroom testing the editors have skillfully abridged and adapted the story for young readers. This edition is ideal for the English class or the school library.

An outstanding book for English classes is **The Hound of Heaven** of Francis Thompson, edited with biographical sketch and notes by Michael A. Kelly, C.P.Sp., and an introduction by Katherine Brégy. (Cloth, 50 cents; paper, 25 cents. Peter Reilly Co.) The distinguishing feature of this edition is the excellence of the literary notes and explanations of the poem.

The Catholic Literary Revival, by Calvert Alexander, S.J. (Bruce Publishing Co.), has just come from the press. It discusses the development of Catholic literature from the middle of the nineteenth century, including a general criticism of the works of a great number of American and English writers.

Thomas More, by Christopher Hollis (Bruce Publishing Co.), came out during 1934. It is quite timely just now, in view of the coming canonization of Thomas More. A sparkling biography of England's "smiling martyr" and a fine critical study of More's literary work.

HIGH-SCHOOL MATHEMATICS

Junior Mathematics for Today, by William Betz (Ginn & Co.), is an important new 3-book series for the junior high school. It makes use of all the modern methods of motivation, and abounds in illustrations, exercises, and tests.

During 1934, Ginn & Company published a complete revision of the Hawkes, Luby, and Touton *Algebras*. They have also issued a new edition of Granville's *Plane Trigonometry* and *Four-Place Tables of Logarithms* and given to teachers of algebra a new practical drill and textbook, *Exercises and Tests in International Algebra*, by Smith, Reeve, and Morss.

Elementary Algebra: Review Outline and Exercises, by George K. Sanborn (Harcourt), is a new book providing an intensive 4- to 6-weeks review. It presents an outline of the whole

year's course, with a review of fundamental principles as well as exercises. It sells for 50 cents, list.

Exercises in First-Year Algebra, by George K. Sanborn, is a supplementary book especially for first-year classes. (American Book Co.)

Mathematics in Life, by Schorling and Clark, Unit A: Measurement; Unit B: Constructions (24 cents a unit), is a new and unusual teaching help just issued by the World Book Co. Other units to follow soon are Percentage, Scale Drawings, Use of Graphs, and Practical Formulas and Simple Equations. The series is designed to give practical value, meaning, and interest in mathematics to slow students in the upper grades and the high school and to enrich the mathematical experience of normal pupils of the junior-high-school age. The publishers claim that it is the first text to emphasize reading—the crux of the problem of teaching slow students.

Mathematics for Everyday Use, by Stone and Mallory (Sanborn & Co.), is a new kind of textbook designed to meet the needs of ninth-grade students who are not preparing for college. It provides the general knowledge of mathematics needed in home, school, and community life. It provides motives for study. Covering a wide range of subjects, it will serve as a prognostic course but its primary purpose is as stated above. Measurements, graphs, formulas, geometric drawings, inaccessible measurements, equations, banking, insurance, etc., are included in the contents. Enough optional algebra is included to serve as a substitute for the first semester of a regular text in algebra. The book is priced at \$1.28.

The Unit Mastery Mathematics, by Stone, Mills, and Mallory (Sanborn & Co.), is a recent 3-book series for the junior high school. Emphasis is placed on the application of general mathematics—arithmetic, algebra, geometry—to actual life problems.

A new program in Mathematics for senior high schools is provided in three books by Freilich, Shannolt, and McCormack (Silver, Burdett). The three books are: *Intermediate Algebra*, *Plane Trigonometry*, and *Fusion Mathematics*. The latter book integrates the subjects of algebra and trigonometry.

Solid Geometry, by Elizabeth B. Cowley, Ph.D. (Silver, Burdett), is a new companion volume to the author's *Plane Geometry*, based upon the requirements of modern life and modern schools.

HIGH-SCHOOL SCIENCE

Units in Chemistry, by Russell S. Howard (Holt), came from the press in 1934. The author, who is a high-school teacher, has organized the book on the unit plan. Thus, he introduces the theories and the drills gradually throughout the year. There is a 1934 edition of *Modern Physics*, by Chas. E. Dull (Holt). This book makes the subject interesting. The last chapter discusses the automobile and the airplane. The automobile, the author says, furnishes a review for almost all the principles of physics. Dull's *Physics Workbook*, published in 1935 (Holt), a semi-looseleaf workbook, follows the sequence of Dull's *Modern Physics*. The same author has compiled a *Chemistry Workbook*.

New World of Chemistry, by Bernard Jaffe (Silver, Burdett), is a recent textbook written according to modern methods of teaching with a great many illustrations.

Chemistry Workbook and Laboratory Guide, by McGill and Bradbury; and **Physics Guide and Laboratory Manual**, by Henderson (Lyons & Carnahan), are arranged to serve as: A laboratory manual, a study-guide, a review, and a testing program in their respective subjects. They outline a unit plan of study with assignment suggestions, overviews, projects, topics for discussion and reports, and provisions for a "Morrison Study Plan." They may be used with any textbooks.



An Ancient Calling—An illustration (reduced) from Our World Today, geography, by Stull & Hatch (Allyn & Bacon, publishers).

Exploring the World of Science, by Lake, Harley, and Welton (Silver, Burdett), is a new textbook of general science, designed for the modern curriculum and for modern teaching.

Laboratory Manual and Workbook in Biology, by Davis and Davis (Mentzer, Bush & Co.), is an illustrated study guide with page references to a number of popular textbooks, and an abundance of exercise material. There is also a set of tests, bound separately, for the teacher's use and a teacher's manual and key to the exercises in the workbook.

Shop Projects in Electricity, by Herbert G. Lehmann (96 cents, American Book Co.), is a book for the library that will interest boys. Another library book, **Harness and Pack**, by Jesse H. Newlon (64 cents, American Book Co.), deals with early means of travel.

Our Surroundings—an Elementary General Science, by Clement, Collister, and Thurston (Iroquois Publ. Co.), is a very recent, thoroughly modern book, accompanied by a project book.

LATIN AND MODERN LANGUAGE

Second Latin Book, by Celia Ford, published in 1935 (Holt), prepares the pupil for the reading of Caesar with a few easy myths, then "The Argonauts" written in Caesar's idiom, then by *De Quibusdam Rebus Romanis* (Roman history partly in Latin and partly in English), and finally with a short section on Caesar's life and one on the Roman army. Then follows the *Gallie War* in unmodified text arranged in logical chapter divisions. Composition lessons follow the chapters. In the *Bellum Helveticum*, a *membratim* device is used to help the student to recognize the proper sense units of the sentence.

Ginn & Company have issued a new revised edition of the popular *Latin for Today*, by Gray and Jenkins. Some of the features of Book I are: connected Latin introducing all new words, syntax, and inflections; a separate section on grammar; lesson vocabularies with related English words; application of Latin to English.

The new Clark-Williams *Modern Courses in Foreign Languages* (Peter Reilly Co.), which have been reviewed in this JOURNAL, should be known to teachers of French, German, and Spanish. They are: *A Modern French Course for Beginners* (Parts I and II); *A Modern German Course* (Parts I and II); *A Modern Spanish Course*; *A Beginner's French Reader*; *A Modern Textbook of Commercial French*; and *A Modern French Commercial Reader*.

The Gospel According to St. Matthew, by J. A. Varni (Bruce Publishing Co., 88 cents), makes available one of the books of the Bible for study in Latin by high-school students.

L'Aurore De La Nouvelle France, edited by Lucille C. Franchère, M.A., and Myrna Boyce, Ph.D. (Bruce Publishing Co., 96 cents), is a series of excerpts from the Jesuit Relations, arranged and edited for French classes in Catholic schools. It presents descriptions of the character, customs, folklore, language, myths, and religious beliefs of the Indians.

Boy, by Padre Coloma, S.J. (Bruce Publishing Co.), is the first textbook edition of any of the popular works of this noted Spanish novelist. Text in Spanish.

FOR THE COMMERCIAL COURSE

Economic Geography, by Staples and York (South-Western Publ. Co.), which was reviewed in this JOURNAL in June, 1934 (page 7A), is a well-illustrated book for the high school that tells in a very interesting way just how and why geography determines so much of the commerce and culture of nations.

Economic Geography, by Clarence F. Jones (Holt), is a 1935 book for a one- or two-semester high-school course. The plan of organization is by industries and types of occupation—hunting and fishing, grazing, farming, lumbering and gathering of forest products, mining, manufacturing, trade. Teaching helps are given at the end of each section; for example, exercises, extra assignments, references for reading, and topics for investigation and reports. At the end of the book there are five pages of selected references followed by a complete index to the book.

The Arithmetic of Business, by McMackin, Marsh, and Baten, is a new book that has received much favorable comment for "teachableness." It puts special stress upon the social and economic significance of commercial arithmetic. (Ginn & Co.) Other new commercial-course books issued by Ginn and Company are: *Secretarial Training* by Slade, Hurley, and Clippinger; *Newman's Modern Graded Dictation*; and *Introduction to Business Law*, by Bogert, Goodman, and Moore.

Social-Business Arithmetic with Introduction to Business, by Barnhart and Maxwell (Mentzer, Bush & Co.), is a 1934 book that teaches business and social arithmetic in the situations in which it is used in life, at the same time teaching business practices. This seems to be the proper way to learn both of these subjects. The two are never separated in practice, hence should be kept together in the classroom. The authors have also prepared a practical workbook and study guide and a complete series of **Tests for Mastery in Arithmetic**.

Business Speller, by P. B. S. Peters, appeared during the past year in a new fourth edition (South-Western Publ. Co.). It stresses frequently used words; gives adequate attention to new words; accurately defines all words; shows pronunciation, syllabication and spelling according to the *New International Dictionary*, printing silent letters in italics.

20th Century Bookkeeping and Accounting, by Baker, Prickett, Carlson, was published in 1934 in a revised, seventeenth edition (South-Western Publ. Co.). This standard text adopts the following fundamental steps in the presentation of each topic: Concrete Discussion, illustrations and examples, summary, class discussion of questions and problems, written problems, questions and problems in the appendix. Simplicity is the keynote in the presentation of the principles.

20th Century Typewriting, by Lessenberry and Jevon (South-Western Publ. Co.), was reviewed in this JOURNAL, February, 1934, page 40. The book presents a scientifically developed two-year course with special attention to modern teaching methods and to the thought content of the exercises.

Commercial teachers should see **Introduction to Business**, by Kirk, Buckley, and Waesche. (Winston Co.) It is a well-written illustrated textbook by expert commercial teachers.

New Business English, by Hotchkiss and Drew (American Book Co.), is a modern and complete text based upon the actual practice of leading commercial houses.

Letter Writing for Typists, by Wallace B. Bowman (Harcourt), is a new book that business teachers have found very helpful.

Some interesting publications in the field of shorthand teaching put out by the Gregg Publishing Co., since January, 1934, are: *Daily Lesson Plans for Teaching Gregg Shorthand by the Sentence Method*, by Zinman, Strelsin, and Weitz; *Jury Charge Dictation*, by Leslie; *Testimony Dictation*, by Leslie; *The Diamond Necklace*, de Maupassant's story in shorthand; *Letters from a Self-Made Merchant to His Son*, in shorthand.

Other new Gregg texts are: *Tabulation Technique*, by Bergen; *Office Appliance Exercises*, by Ely and Beaver; *Applied Secretarial Practice*, by SoRelle and Gregg; *Interesting Letters*, by Sherwin Cody; *20,000 Words*, by Leslie; *Key \$ and Cue \$* (business plays), by Findlay and Findlay; *Business English Correspondence*, by Hagar, Wilson, Hutchinson, and Blanchard; *Business Arithmetic*, by Rosenberg; *Essentials of Business Mathematics*, by Rosenberg; *Bookkeeping and Accounting*, by Fearon.

History of the United States, by Fish and Wilson (American Book Co.), is a readable and teachable unit history for the senior high school. The authors are quite successful in pointing out the meanings and generalizing the trends of the various periods in the history of our country.

Facsimiles of Famous American Documents and Letters, edited by E. C. Boykin (Blue Ribbon Books), published in 1934 at \$2, is a book that belongs in the library of the high school. It is an excellent source book.

Civics of Today, by Charles H. Seaver (Sanborn & Co.), is a new workbook for the study of changing community services and government organization, local, state, and national.

The Citizen and His Government, by Lapp and Weaver (Silver, Burdett), is a new textbook in high-school civics, that presents government (national, state, and local) in an integrated form. *Government in a Crisis* (Part V) is a timely topic.

A new edition of **Everyday Economics**, by Janzen and Stephen (Silver, Burdett), was issued in 1934. This is a modern high-school textbook for one or two semesters.

Social Studies, by Burton Confrey, Ph.D. (Benziger Bros.), came out last year as a pioneer textbook in social science for Catholic high schools. The publishers correctly refer to it as "a concrete Catholic-action program in textbook form." Problems, tests, reports, researches, and surveys are some of the methods employed. About half of the book consists of readings on the problems discussed; these are reproduced from Catholic newspapers and magazines.

Rudiments of Sociology, by Eva J. Ross (Bruce Publishing Co.), is a recent high-school textbook based strictly upon Catholic principles (See CATHOLIC SCHOOL JOURNAL, November, 1934, p. 265). The author not merely adheres to Catholic principles; she is a whole-hearted champion of them.

FOR THE HIGH-SCHOOL LIBRARY

Webster's New International Dictionary, Second Edition, which was reviewed in the November, 1934, issue of this JOURNAL, was one of the outstanding publication achievements of the year 1934. This is a genuinely new, completely rewritten, up-to-date standard reference work. We trust that this is a proper occasion to remind English teachers again of **Word Study** published periodically throughout the school year, and sent gratis to any English teacher (G. & C. Merriam Co.).

Library Handbook for Catholic Students, by W. T. O'Rourke (Bruce Publishing Co., \$2.25), is the first Catholic book of its

kind answering a long-felt need of a means (1) to explain to Catholic students the facility with which available book, pamphlet, and magazine material may be obtained and used correctly; and (2) to acquaint the Catholic student with standard reference works—especially those which are Catholic—whose great expanse and variety of subjects are too little known. Important non-Catholic references, as well as select bibliographies of foreign-language Catholic works, round out a manual which should be the "educational companion" of every Catholic student.

The American Library Association, 520 North Michigan Ave., Chicago, Ill., has published a good many books and catalogs which the school librarian needs. Some of these are: *The Library in the School*, by Lucile F. Fargo, published in a revised edition in 1933. This is a standard work, intended for library-school students, which should be read by the principal and the librarian of every high school. *The Booklist*, a monthly guide to new books (\$2.50 a year), is the librarian's standard guide for selections. The A.L.A. has recently added a *Subscription Books Bulletin* (quarterly, \$1 a year). The 1935 *Buying List for Small Libraries* (\$2) lists about 1,750 books, with short annotations. *The First 1,000 Books for the Senior High School Library* (\$1.25), compiled by the N.E.A., the A.L.A., and the N.C.T.E., gives buying information and descriptive notes. *Graded List of Books for Children* (\$2), by the same organizations as above, does the same service for the grade schools. We suggest that you get a copy of the Association's catalog of Books and Pamphlets on Library Work.

First Aids for the School Library is the title of a recent catalog of the H. W. Wilson Company, 950 University Ave., New York City. This company is now preparing for publication the new Cumulative volume of the *Catholic Periodical Index*. It publishes the Readers Guide to Periodical Literature, and other well-known reference books and indexes. Some of its recent books are: *The Junior Book of Authors* (260 biographies), *Famous First Facts* (2,500 events, discoveries, and inventions), *State Names, Flags, Seals, Songs, Birds, Flowers, and Other Symbols*, *Standard Catalog for High School Libraries*, *Make Your Own Job, Occupations and Vocational Guidance*, *The Reference Shelf*, *Library Manual*, *The Student Library Assistant*.

A Universal Dictionary of the English Language, by Henry Cecil Wyld (E. P. Dutton & Co., \$7.50). The author is a professor of English at Oxford and a noted philologist. Two hundred thousand words traced to their roots, introductory essays on the science of etymology, double system of pronunciation.

From Galileo to Cosmic Rays, by Professor Harvey B. Lemon, has just come from the University of Chicago Press (\$3.75). It has been heralded by the critics as a remarkably successful attempt to popularize science.

Men, Mirrors, and Stars, by G. Edward Pendray (Funk and Wagnalls), is a new book by the science editor of *The Literary Digest*, which tells in nontechnical language the whole history of telescopes.

Dorothy Canfield Fisher's translation of Papini's new book, *Dante Vivo* (Macmillan, \$3.50), will, no doubt, be one of the best sellers. The book has been translated into seven languages.

Patsy Goes to the Mountains, by Mary Mable Wirries (Benziger Bros., \$1.25), is a delightful story for boys and girls about a 15-year-old girl's adventures in the Kentucky mountains.

International Book of Names, by C. O. Sylvester Mawson, published in 1933 at \$2, by Thomas Y. Crowell Co., is a useful book for the library. It gives the pronunciation of more than 10,000 proper names.

Two recent publications of The Sign Press (Union City, N. J.), that teachers should remember are: *Give This Man Place*, by Rev. Hugh L. Blunt, LL.D., and *This is Christian Marriage*, by Rev. Adrian Lynch, C.P. The former is a popular book about St. Joseph (See *CATHOLIC SCHOOL JOURNAL*, March, 1935), suitable for reading by advanced pupils. The latter may be called the layman's encyclopedia on marriage. (See *CATHOLIC SCHOOL JOURNAL*, November, 1934.) Teachers and college students should know all that it contains, and all young people who are ready for marriage should read it.

Blood-Drenched Altars, by Most Rev. Francis C. Kelley (Bruce Publishing Co., \$3), is a new popular history of the relation of Church and State in Mexico.

Some of the recent books from The Bruce Publishing Company, suitable for high-school libraries, are: *Sant' Angela of the Ursulines*, by Mother Francis D'Assisi, O.S.U.; *The Veil is Lifted*, by Rev. Joseph B. Code, S.T.B. (Foundresses of American religious orders); *The Romance of the Floridas*, by Rev. Michael Kenny, S.J.; *Catholic Colonial Maryland*, by Rev. Henry S. Spalding, S.J.; *Boscobel and Other Rimes*, by Rev. James J. Daly, S.J.; *A Cheerful Ascetic and Other Essays*, by Rev. James J. Daly, S.J.; *Chaucer's Hymns to the Blessed Virgin*, edited by Rev. Anselm Townsend, O.P.; *Blue Portfolio*, by Vera Marie Tracy; *Christmas*, by John N. Then; *The Mass-Liturgy*, by Dom Fidelis Boeser, O.S.B.; *Christian Life Calendar*,

by Rev. William Puetter, S.J.; *The Spirit World About Us*, by Rev. Joseph Husslein, S.J.; *Toward the Clerical-Religious Life*, by Rev. Ralph D. Goggins, O.P., and *Circular Letters of Redemptorist Generals*, by a Redemptorist Father, each presents a picture of the life and ideals of the Dominicans or Redemptorists. The former especially, also presents a general picture of the priesthood in religious life.

A very useful book for teachers and high-school students is *The Bible for Every Day*, by Most Rev. Alban Goodier, S.J. It consists of 366 extracts from the Bible for daily reading. It was compiled for the general reader, but is well adapted to school use. (P. J. Kenedy & Sons, New York City.)

A Primer of Prayer, by Rev. Joseph McSorley, C.S.P. (Longmans), is a new book that the grade-school teacher should read and the high-school teacher should urge his pupils to read. All will be surprised and many will be delighted with this book.

A Shepherd of the Far North, by Robert Clody, a translation from the French of A. Dragon, S.J., tells the remarkable story of Father William Francis Walsh who, born and educated in California, found his vocation as a missionary in Alaska and was killed in an airplane crash just as his missions were beginning to flourish. This is a fine book for the school library. (Harr Wagner Publ. Co., \$2.50.)

BOOKS FOR TEACHERS

The Eucharist and Education, from the Dutch of Rev. Father Gervasius, O.M.Cap., by Rev. Gregory G. Rybrook, Ord.Praem., S.T.D. (Benziger Bros.), is a helpful book for teachers. It deals with the importance of the Holy Eucharist as an educational instrument.

Principles of Jesuit Education in Practice, by Rev. Francis P. Donnelly, S.J. (Kenedy), reviewed in *THE CATHOLIC SCHOOL JOURNAL*, April, 1935, page 110, explains the Jesuit art of composition as it is actually used in teaching practice in high schools and the first two years of college.

Training the Adolescent, by Rev. Raphael C. McCarthy, S.J. (Bruce Publishing Co.), is a recent valuable book for teachers and parents.

Sociology, by Rev. Paul J. Glenn, S.T.D. (B. Herder Book Co., St. Louis, Mo.), is a new college textbook that would be useful for reference in high-school libraries. It departs from formality; it sets forth no postulates, but devotes more than 100 pages to the scientific exposition of fundamental principles. The same publishers have just issued the first volume of an English translation of Dom. Charles Paulet's *A History of the Catholic Church*. This is also a college book, which would be useful in the high-school library.

The Psychology and Teaching of Spelling, by Thomas G. Foran, Ph.D., published recently by The Catholic Education Press (1326 Quincy St., N.E., Washington, D. C.), is the first textbook in years dealing exclusively with this subject.

The Catholic Education Press catalog describes a number of other important contributions to educational literature, including a series of Educational Research Monographs by various scholars.

How to Teach the Catechism, by Rt. Rev. Msgr. M. A. Schumacher, M.A. (Benziger Bros.), was published in 1934 and has been adopted by several dioceses. It is a teacher's manual containing, in three volumes, a systematized presentation of the Baltimore Catechism in correlation with Bible and Church history, the liturgy and lives of the saints, and a definite schedule of lesson plans for each year of grades 1 to 8.

Teachers and principals of the grade schools who are familiar with *Practical Aids for Catholic Teachers* (Vol. I for primary grades), by Sister M. Aurelia and Rev. Felix M. Kirsch, O.M.Cap., will welcome the recent publications of Vol. II for intermediate grades and Vol. III for upper grades. These books are wonderful time savers and sources of plans and devices in every phase of schoolwork (Benziger Bros.).

Teachers and others interested in play, physical education, athletics, etc., will find considerable help in *The Theory of Play*, by Mitchell and Mason, published in 1934 (A. S. Barnes & Co.). Reviewed in this *JOURNAL*, July, 1934, page 162.

Teachers will be interested in a number of the *Child Welfare Pamphlets*, published by the Iowa Child Welfare Research Bureau, State University of Iowa, Iowa City, Iowa. Examples from the list are: *The Exceptional Child: The Dull, the Bright, and the Specially Talented*, by Geo. D. Stoddard, Ph.D.; *Intelligence Testing*, by Geo. D. Stoddard, Ph.D.; *The House and Its Furnishings in Relation to Child Development*, by Ralph H. Ojemann, Ph.D.; *The Visiting Teacher*, by Wilma Walker.

Teachers of home economics will be interested in the new revised edition of *Clothing Construction*, by Brown, Gorham, and Keever (Ginn & Co.). This is a practical textbook arranged according to fundamental processes instead of specific garments.

High-school teachers of English should have in their professional libraries a copy of *Preface to Poetry*, by Theodore Maynard, head of the English department of Georgetown University

(Appleton, \$2.25). It is intended as a textbook for the freshman course in poetry in Catholic colleges.

Teachers of English will be interested in the announcement of the publication of *American Prosody*, by Gay W. Allen, Ph.D., professor of rhetoric at Shurtleff College, Alton, Ill. (American Book Co., \$3.) It devotes separate chapters to Freneau, Bryant, Poe, Emerson, Whittier, Longfellow, Holmes, Whitman, Lowell, Lanier, and Dickinson. It is intended as a textbook for college courses in American poetry.

Training the Adolescent, by Rev. Raphael C. McCarthy, S.J. (Bruce Publishing Co.). In a series of interesting, carefully prepared chapters, Father McCarthy discusses the meaning of the adolescent age, the physical and sensory changes in the adolescent, the mental growth and maturing of the adolescent, and how to train the adolescent to become a happy, useful, and religiously successful member of society.

LIST OF PUBLISHERS

From the following list of publishers may be obtained the full name and address of any firm mentioned in the above list of books:

Allyn & Bacon, 50 Beacon St., Boston, Mass.
 American Book Co., 330 E. 22nd St., Chicago; 88 Lexington Ave., New York City.
 American Education Press, 40 S. Third St., Columbus, Ohio.
 Appleton-Century Co., D., 35 W. 32nd St., New York City.
 Barnes & Co., A. S., 67 W. 44th St., New York City.
 P. Blakiston's Son & Co., 1012 Walnut St., Philadelphia, Pa.
 Blue Ribbon Books, Inc., 448 Fourth Ave., New York City.
 Bobbs-Merrill Co., 724 N. Meridian St., Indianapolis, Ind.
 Bruce Publishing Co., The, 524-544 N. Milwaukee St., Milwaukee, Wis.
 Beckley-Cardy Co., 1632 Indiana Ave., Chicago, Ill.
 Crowell Co., Thos. Y., 393 Fourth Ave., New York City.
 Dutton & Co., E. P., 286 4th Ave., New York City (Gen. literature, textbooks, library books).
 Educational Text Bureau, 720 Washington Ave., S.E., Minneapolis, Minn.
 Ginn & Co., 15 Ashburton Place, Boston, Mass.; 2301 Prairie Ave., Chicago, Ill.
 Gregg Publishing Co., 270 Madison Ave., New York City.
 Hall & McCreary Co., 434 S. Wabash Ave., Chicago, Ill.
 Harcourt, Brace & Co., 383 Madison Ave., New York City (textbooks for junior and senior high schools).
 Harper & Brothers, 49 E. 33rd St., New York City.
 Heath & Co., D. C., 285 Columbus Ave., Boston, Mass.
 Henry Holt & Co., 1 Park Ave., New York City.
 Houghton Mifflin Co., 2 Park St., Boston, Mass.
 Harter Publishing Co., 2046 E. 71st St., Cleveland, Ohio.
 Iroquois Publishing Co., 106 E. Fayette St., Syracuse, N. Y. (textbooks and school supplies).
 Little, Brown & Co., 34 Beacon St., Boston, Mass.
 Longmans, Green & Co., 55 Fifth Ave., New York City.
 Laidlaw Bros., 36 W. 24th St., New York City (also Chicago).
 Lyons & Carnahan, 2500 Prairie Ave., Chicago, Ill.
 Macmillan Co., 60 Fifth Ave., New York City.
 McGraw-Hill Book Co., 330 W. 42nd St., New York City.
 McKnight & McKnight, 109 W. Market St., Bloomington, Ill.
 Mentzer, Bush & Co., 2210 S. Park Way, Chicago, Ill.
 Merrill Co., Chas. E., 381 4th Ave., New York City.
 Newson & Co., 2500 Prairie Ave., Chicago, Ill.
 Noble & Noble, 100 Fifth Ave., New York City.
 Oxford University Press, 114 Fifth Ave., New York City.
 Practical Drawing Co., 1315 S. Michigan Blvd., Chicago, Ill.
 Public School Publishing Co., 509 N. East St., Bloomington, Ill.
 Prentice Hall, Inc., 70 Fifth Ave., New York City.
 Putnam's Sons, G. P., 2-6 W. 45th St., New York City.
 Reilly Co., Peter, 133 N. 13th St., Philadelphia, Pa.
 Sanborn & Co., Benj. H., 221 E. Cullerton St., Chicago, Ill.
 Scott, Foresman & Co., 623 S. Wabash Ave., Chicago, Ill.
 Silver, Burdett & Co., 39 Division St., Newark, N. J.

South-Western Publishing Co., 3 W. 3rd St., Cincinnati, Ohio.
 Stokes Co., Frederick A., 443 4th Ave., New York City.
 University of Chicago Press, 5750 Ellis Ave., Chicago, Ill.
 University of Iowa Bureau of Educational Research, Iowa City, Iowa.
 University Publishing Co., 1126 Q. St., Lincoln, Nebr.
 Winston Co., John C., 1006 Arch St., Philadelphia, Pa.
 World Book Co., 333 Park Hill Ave., Yonkers, N. Y.
 Webster Publishing Co., 1808 Washington Ave., St. Louis, Mo.
 Warp Publishing Co., Minden, Nebr.
 Wagner Publishing Co., Harr, 149 New Montgomery St., San Francisco, Calif.
 Zaner-Bloser Co., 612 N. Park St., Columbus, Ohio.

PUBLISHERS SPECIALIZING IN REFERENCE BOOKS

American Library Association, 520 N. Michigan Ave., Chicago, Ill. (Books on Library Administration and Reference Books).
 Catholic Encyclopedia, Inc., 141 E. 29th St., New York City (Catholic Encyclopedia, Catholic Dictionary, Universal Knowledge Encyclopedia).
 Compton Co., F. E., 1000 N. Dearborn St., Chicago, Ill. (Compton's Pictured Encyclopedia).
 Dodd, Mead & Co., 443 Fourth Ave., New York City (International Encyclopedia).
 Funk & Wagnalls Co., 354 Fourth Ave., New York City (Standard Dictionary and Reference Books).
 Grolier Society, The, 2 W. 45th St., New York City (The Book of Knowledge).
 Merriam Co., G. & C., 10 Broadway, Springfield, Mass. (The New International Dictionary).
 Nelson & Sons, Thos., 381 Fourth Ave., New York City (Nelson's Loose-Leaf Encyclopedia).
 Quarrie & Co., W. F., 35 E. Wacker Drive, Chicago, Ill. (The World Book Encyclopedia).
 Rand, McNally & Co., 536 S. Clark St., Chicago, Ill. (Maps, Globes, Atlases).
 Scott, Foresman & Co., 623 S. Wabash Ave., Chicago, Ill. (Thorndike-Century Junior Dictionary—for grades and junior high schools).
 Shuman & Co., Geo. L., 203 N. Wabash Ave., Chicago, Ill. (The New Wonder World Encyclopedia).
 Wilson & Co., H. W., 950 University Ave., New York City (Reader's Guide, Catholic Periodical Index, Books on library administration, catalogs, indexes, aids for school libraries, Children's catalog with 4,100 titles for grades, Standard Catalog for Junior and Senior High School Libraries).
 Winston Co., John C., Winston Bldg., Philadelphia, Pa. (Winston Simplified Dictionary).

CATHOLIC PUBLISHERS

America Press, 461 8th Ave., New York City.
 Ave Maria Press, Notre Dame, Ind.
 Benziger Bros., 26-28 Park Place, New York City.
 Bruce Publishing Co., The, 524-544 N. Milwaukee St., Milwaukee, Wis.
 Catechetical Guild, 551 University Ave., St. Paul, Minn.
 Catholic Action Committee of Women, 424 N. Broadway, Wichita, Kans.
 Catholic Education Press, 1326 Quincy St., N.E., Washington, D. C.
 Herder Book Co., B., 17 S. Broadway, St. Louis, Mo.
 Hirtlen Co., Inc., William J., 25 Barclay St., New York City.
 Kenedy & Sons, P. J., 12 Barclay St., New York City.
 La Salle Bureau Christian Brothers, 122 W. 77th St., New York City.
 Liturgical Press, Collegeville, Minn.
 Loyola University Press, 3441 N. Ashland Ave., Chicago, Ill.
 McGough, F. H. & Son, 30 Division Ave., Grand Rapids, Mich.
 McVey, John Jos., 1229 Arch St., Philadelphia, Pa.
 Murphy Co., John, Park Ave. & Clay St., Baltimore, Md.
 Paulist Press, 401-403 W. 59th St., New York City.
 Pflaum Co., Geo. A., 124 E. Third St., Dayton, Ohio.
 Pustet Co., Frederick, 436 Main St., Cincinnati, Ohio.
 Sadlier, Wm. H., 11 Park Place, New York City.
 Schwartz, Kirwin & Fauss, 53 Park Place, New York City.
 Sheed & Ward, 63 5th Ave., New York City.
 Sign Press, The, Monastery Place, Union City, N. J.
 Wagner, Inc., Joseph F., 53 Park Place, New York City.



A Mirage — An illustration used in Compton's Pictured Encyclopedia.

Practical Aids for the Teacher

All contributions to this department will be paid at space rates

Reviewing the Social Studies

A Sister of the Presentation

How to keep the bright pupils interested to their advantage during the necessary reviews is always a serious problem to the teacher. Such pupils know the work covered, and the more ambitious among them resent being kept waiting for the slower ones. Special assignments to be done during a class recitation cannot be properly supervised by the teacher, therefore it is desirable that the work of reviews meet individual capabilities. The following device for reviewing the social studies has been found to attract and retain interest.

After a topic has been studied and drilled on, the teacher assigns certain groups to prepare riddles about it. Each riddle should contain three items of information (preferably the important characteristics) of the subject. At the recitation period each pupil who has prepared a riddle stands before the class, reads his riddle, and calls on some child to answer it.

When the riddles assigned have been given and solved, volunteers may be called for. Most of the volunteers will be the brighter pupils who are thus given a chance to exercise their power of recalling facts quickly and of expressing these facts in good sentences.

The nature of the riddles will show whether the pupils have grasped the important aspects of the subject. Also mistakes in language and in sentence formation may be noted and corrected.

The following riddles were given by pupils of the intermediate grades during a general review of the year's work in history and geography.

1. I explored lakes Huron and Ontario. I founded the first permanent French settlement in the New World. I brought missionaries to the New World. What is my name? (Samuel de Champlain.)

2. I am a city. I was the first capital of the United States. My name means "Brotherly Love." In what state am I and who founded me? (Pennsylvania — William Penn.)

3. I am a Catholic. I founded a colony where all could worship God in their own way. I made the Act of Toleration. What is my name and what colony did I found? (Lord Baltimore — Maryland.)

4. I am an Englishman. I sent people to found a colony in the New World. The colony was a failure. What is my name and why am I famous? (Sir Walter Raleigh — Encouraged others to attempt colonization.)

5. I was sent by Spain to find a southwest passage to India. I was killed in the Philippine Islands. My voyage proved that the world is round. Who am I? (Ferdinand Magellan.)

6. I am a river in North America. I was discovered by a Spanish explorer and was explored by a French missionary. What is my name and what are the explorers' names? (Mississippi — De Soto — Father Marquette.)

7. I am a Catholic. I was very rich. I signed the Declaration of Independence. Who am I? (Charles Carroll.)

8. I was born in Massachusetts. I was a great patriot during the Revolutionary War. I was sent to ask France to help the colonists. What is my name? (Benjamin Franklin.)

9. I was born in Ireland. I became an American citizen. I helped form the American Navy during the Revolutionary War. Who am I and by what title am I known? (John Barry — Father of the American Navy.)

10. I am a great hero. I said, "I regret that I have but one life to give for my country." I was hanged as a spy. Who am I? (Nathan Hale.)

Geography

1. I am a city. I am the birthplace of a great traveler. I have canals instead of streets. What is my name, where am I and what was the traveler's name? (Venice — Italy — Marco Polo.)

2. I grow on a bush. I make a good drink. I am the chief product of a country in South America. What am I and of what country am I the chief product? (Coffee — Brazil.)

3. I am a peninsula. I am known by two names. There are five letters in one name and six in the other. Where am I? (Korea — Chosen — Asia.)

4. I am an island off the coast of India. I belong to England. Much tea is found on me. What is my name? (Ceylon.)

5. I am the capital of a country in Europe. I have many beautiful churches. I am the most beautiful city in the world. What is my name and of what country am I the capital? (Paris — France.)

6. I am a river. Each year I overflow. Without me a country in Asia would be a desert. What is my name and in what country am I? (Nile — Egypt.)

7. I am a cloth. I am made from a plant. I am a chief product of a country in Europe. What am I and of what country am I a product? (Linen — Ireland.)

8. I am part of a peninsula. My people were the first white men to visit America. I am sometimes called "The Land of the Midnight Sun." Where am I? (Norway — Europe.)

9. I am in Asia. I am very high. My name means "Land of Perpetual Snow." What am I? (Himalayas.)

10. I am a beautiful city. I was planned by an American. I am to Australia what Washington is to the United States. What is my name? (Canberra.)

In The Woodland

Sister M. Victoria

Editor's Note. Sister Victoria has constructed an attractive little play around the songs used in Ginn and Company's *Music Education Series* (1923). The same idea may be adapted to the songs in any of the popular series of music textbooks.

Scenery is not necessary for this play. The fairy, however, should wear a simple white frock. She should have a wreath of flowers on her head and carry a wreath or bouquet. Any number of children may take part. Speeches may be divided in any way among them.

FAIRY: Good morning, little friends [*she sees, entering through side door of stage, a group of eight children and she sings*]: [*"Good Morning" page 8.*]

FAIRY: It is so long since I have seen you. Did you remember that when we meet today, we are to talk about everything pretty that you have found in the Fairies' woods? But where are our other friends?

FIRST CHILD: Oh, they are coming. They went to the meadow but will be here soon.

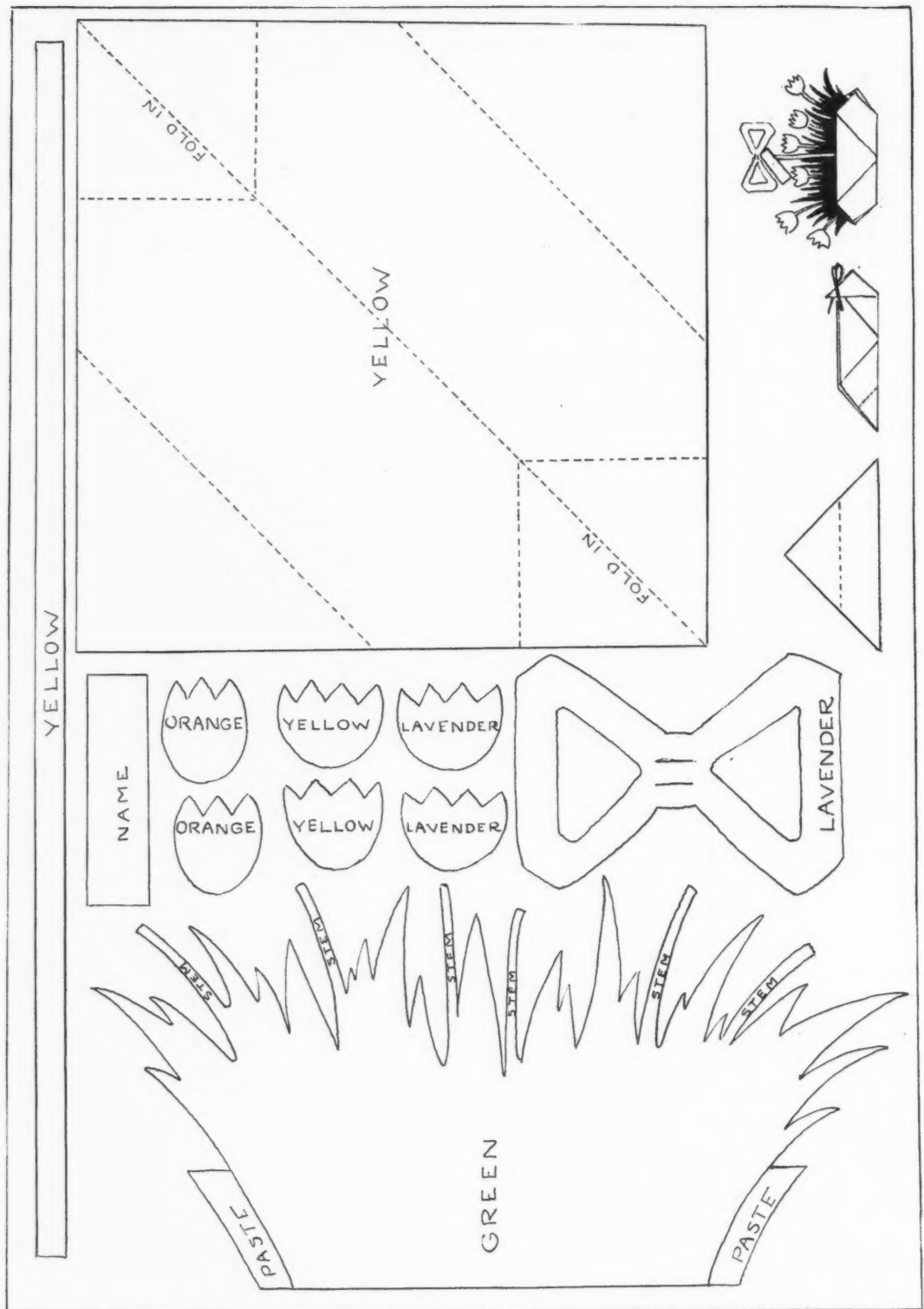
SECOND: We can tell you what we have seen before they come.

FAIRY: The fairies have so many secrets. I wonder if you found any of them.

THIRD: Indeed we did. As we were coming up the hill, we met the funniest fellow. He was a real Tomboy. This is what he told us.

[*Children group around Fairy and sing "March," page 29.*]

FOURTH: While he was telling us his name, a little bluebird flew by and we called to him. [*Sing "Little Bluebird," page 10.*]



This basket may be used as a place card and mint basket for the class party. Enlarged, it would be an attractive window decoration. Use construction paper. Designed by a Sister of St. Joseph of Carondelet.

FOURTH: But before our little bluebird could sing for us we heard the funniest noise and guess what it was?

FAIRY: I couldn't ever guess.

FIFTH: Well, we'll tell you. It was a frog and this is what he said to us: [*Sing "Spotted Frog," page 59.*]

SIXTH: And wasn't he ugly and mean to scare our little bird?

FAIRY: I think so. But you know, he was just practicing his music lesson. In the summertime, he plays in the orchestra when the fairies dance.

FIFTH: How funny. I never thought you could have an orchestra in the woods.

[*More children burst on the scene. As many may enter as there are speeches.*]

SEVENTH: You didn't see what we did, and we can tell you just how to do it, too.

FIRST GROUP: What did you see? Do tell us.

EIGHTH: Hm! I bet they saw some silly butterflies and chased them. That's no fun.

NINTH: No, we didn't. We saw the farmers planting. This is what they sang as they did their work.

[*First group moves back to let second group have action song. Sing, "Planting Corn," page 48.*]

TENTH: And is that all you saw?

ELEVENTH: Why, of course not. There was the prettiest little voice sang to us as we crossed the stream. It must have been a fairy. We couldn't see her. This is what she said: [*Sing, "April," page 21.*]

TWELFTH: Then we saw a great big rooster. He thought he was smart telling the sun to get up. And he was singing like this: [*Child may sing alone.*] [*Sing "The Rooster," page 58.*]

NINTH: And as we passed the barn we heard the hen say: [*Sing "The Hen," page 15.*]

[*Groups now mingle for rest of playlet.*]

TENTH: Dear Fairy, it is so fine to be out of doors in your beautiful woods. We just love it.

ELEVENTH: Let's make a ring around our dear fairy and sing for her. [*Form ring and sing, "Out of Doors," page 68.*]

FAIRY: That is a lovely song. Now I know why your cheeks are so rosy. My little friends, you have seen many lovely things in our kingdom, but I am afraid you have missed some of the loveliest.

TWELFTH: No, we have not. We saw the prettiest little flower growing among all the green leaves. It was just the color of your eyes.

FAIRY: Was it a bluebell?

FIRST: No, it was a violet. And this is what we asked it: [*Sing "Little Violet," page 54.*]

FAIRY: And did the violet tell you?

SECOND: Yes, it said to us: [*Sing "The Mountain Rill," page 31.*]

FAIRY: But, my little friends, the little stream could not do all the work. What else do you think helped it grow?

THIRD: The sunshine, we couldn't have anything pretty without that. And the winds help, too.

FAIRY: Can you tell me which wind brings the flowers?

FOURTH: Indeed we can. We learned that in singing school. [*Sing "The Winds," page 110.*]

FIFTH: And now, dear Fairy, we must go. But may we come to see you again?

FAIRY: Surely, you may, for the fairies love the little children.

SIXTH: So do we love you and your sisters. For you make us happy day and night. We know more about the fairies than you think we do. [*Sing "A Song of Fairies," page 116.*]

FAIRY: I'll tell you something else the fairies do. [*Fairy sings "Lady Slippers," page 132.*]

[*A cowbell is heard in the distance. The children start.*]

SEVENTH: How late it must be getting. Those are the cow-

bells ringing. [*Ringings continues.*] [*Sing "Driving Home the Cows," page 133.*]

FAIRY: How I shall miss you, my little friends. When can you come again?

EIGHTH: Oh, don't you know that yet? Well, we will tell you. [*Sing "Saturday," page 85.*]

NINTH: And now we just must go, dear fairy. Next time we come we will have our Maypole dance for you.

TENTH: We'll be waiting for those dreams you promised us.

FAIRY: You shall surely hear them. [*Fairy moves off stage at one side. As they move off stage, Sing "Sleeping and Waking," page 88 at other side.*]



Basket of Wild Roses for Window Cut-Out—Sister M. Rita, O.S.B., St. Joseph's Convent, St. Mary's, Pa.

Marbles

A Playlet for Primary Boys Sister M. Edmund

CHARACTERS—The number of characters may vary to suit your purpose. From three to ten may be used to the best advantage. When more than four or five are used the conversation may be divided among them.

COSTUMES—Boys in street play clothes, overalls, ragged caps, straw hats, etc. One or more dressed as for a fishing trip, with poles, etc.

SCENE—Out of doors. Marble game in progress when curtain rises. Boys are kneeling, interested in the game. A few may be watching the game. As the curtain goes up boys make a few typical remarks, such as "Nibs"—"I got Ya."—"Hey, my turn." Joe, tough-looking street urchin enters.

PLAYER [*looks up from the game*]: Hello. Got any marbles?

JOE: Well, I'll say I have, just look a' here! [*shows bag of marbles*].

PLAYERS [*all excited*]: Whew! [*Onlookers crowd around him*].

ONE PLAYER: How many have you?

JOE: Well, let's see. I had 296 before I played that Jones kid—and I got all he had.

[*Two boys, Jim and Harry, enter. They saunter in and stop*

to watch the game. The players and others pay no particular attention to them.]

JOE [*continues without interruption*]: He didn't have much though, only seventeen, I believe it was. Then I met Jerry Puffer down the street just now, an' I cleaned him out. He had a new sack full, an' thought he was just goin' to clean up on the whole gang. I got 47 of 'em an' then he quit. Guess he don't feel so gay now!

JIM, the new-comer [*forcefully*]: 'Taint right to play for keeps.

JOE: Who says so?

JIM: My pa.

PLAYER [*looks up*]: Aw, how does he know?

ANOTHER PLAYER: I betcha he tried it once, when he was a kid, an' 'tother fellers wiped up on him.

JIM: My ma says so too.

JOE: How come? Your pa and your ma both sez the same thing? *Mine* never does. If pa sez one thing, ma she always sez the other. An' when ma sez a thing is so, pa sez 'taint.

HARRY: My ma says 'Taint right to play keeps. She says it'll learn me to gamble.

JOE: But pa sez it'll learn me to be keeful in biznes. He sez when ya' git big, an' go in biznes, if 'tother feller kin skin ya' he'll do it — an' he won't never give nothin' back. Onc't its gone, its gone! So he sez I'd just as well learn that with marbles. Coz marbles ain't worth much, no way.

HARRY: Ma says playin' keeps is gettin' sumpin for nothin and gettin' sumpin for nothin' is gambling!

JOE: But pa sez playin' keeps is earnin' 'em. Earnin' 'em by y'er keen eye, stiddy nerve, and greater skill.

HARRY [*angrily*]: Ma says when boys play keeps they cheat.

JOE [*takes step toward him*]: But pa sez they don't — er — hadn't orter; he sez if he ever ketches me a cheatin' he'll skin me! So — I ain't never let him ketch me at it yet [*starts off stage*] Well, right or wrong, I've got the marbles an' that's what counts with me.

ASCENSIONTIDE

*Salutis humanae Sator*¹

Jesu, our hope, our heart's desire
The work of grace we sing;
Redeemer of the world art Thou,
Its Maker and its King.

How vast the mercy and the love
Which laid our sins on Thee,
And led Thee to a cruel death
To set Thy people free!

But now the bonds of death are burst;
The ransom has been paid;
And Thou art on the Father's throne
In glorious robes arrayed.

O may Thy mighty love prevail
Our sinful souls to spare;
O may we come before Thy throne,
And find acceptance there!

O Christ, be Thou our present joy,
Our future great reward;
Our only glory may it be
To glory in the Lord.

All praise to Thee, ascended Lord;
All glory ever be
To Father, Son, and Holy Ghost,
Through all eternity.

¹This is the Vespers hymn from the Ascension till Whitsunday. It dates from the seventh century. Its author is unknown. The translation, a rather free one, is by John Chandler (1806-1876) and others. The doxology, or final stanza, is not in the Latin. It was added by the editors of *The English Hymnal*, a book of very great value to those who are interested in scholarly translations of our Latin hymns (Oxford University Press).

WHITSUNTIDE

*Veni, Sancte Spiritus*²

Come, Thou holy Paraclete,³
And from Thy celestial seat
Send Thy light and brilliancy:
Father of the poor, draw near;
Giver of all gifts, be here;
Come, the soul's true radiance.

Come, of comforters the best,
Of the soul the sweetest guest,
Come in toil refreshingly:
Thou in labor rest most sweet,
Thou art shadow from the heat,
Comfort in adversity.

O Thou Light, most pure and blest,
Shine within the inmost breast
Of Thy faithful company:
Where Thou art not, man hath nought;
Every holy deed and thought
Comes from Thy divinity.

What is soiled, make more pure;
What is wounded, work its cure;
What is parched, fructify;
What is rigid, gently bend;
What is frozen, warmly tend;
Strengthen what goes erringly.

Fill Thy faithful, who confide
In Thy power to guard and guide,
With Thy sevenfold mystery.
Here Thy grace and virtue send:
Grant salvation in the end,
And in heaven felicity.



IDEALS OF MODERN YOUTH

In an attempt to learn what are the ideals of youth, Mr. Donald Adolph, a teacher in New York City, submitted a questionnaire to 168 girls and 170 boys, seniors in one of the city high schools. The questionnaire submitted a list of eight so-called ideals or natural objectives which people are supposed to desire; namely, wisdom, service, wealth, physical fitness, likability, popularity, appreciation of beauty, and fame or eminence. The students were asked to number these "ideals" from one to eight in the order of their desirability.

The choice of these objectives made by boys placed physical fitness, wisdom, and likability in the upper division; service and wealth in the middle; and fame, appreciation of beauty, and popularity in the lower. The girls placed physical fitness, wisdom, and likability in the upper division; service in the middle; and appreciation of beauty, wealth, popularity, and fame or eminence in the lower.

The most remarkable revelation was that physical fitness received more than twice the number of votes for any other "ideal" and 95 per cent of the total number of votes. Wisdom, however, received the second highest number of votes. Likability and service came third and fourth.

Commenting on this situation, Mr. Adolph says: "Educators might well discard the rose-colored glasses through which they have been viewing education. They might turn their eyes in the direction of greater emphasis on fundamental virtues and sound ideals, yet not reduce current emphasis upon factual materials."

²This sequence was probably written by Pope Innocent III (1161-1216). It is known as The Golden Sequence. It is said in the Mass on Whitsunday and throughout the octave. It is commonly regarded as one of the greatest masterpieces of sacred Latin poetry. An eminent critic has said of it that it could have come only from a heart that was wholly inflamed with the Holy Spirit. There are some forty known English translations. The one given above is by J. M. Neale. In it he quite successfully reproduces both the meter and the rhyme scheme of the original.

³Paraclete is a Greek word signifying comforter.

Meeting of the National Catholic Educational Association

Edward A. Fitzpatrick, Ph.D.

The thirty-second annual meeting of the National Catholic Educational Association was held in Chicago, Illinois, during the week after Easter, April 23, 24, and 25. The time of the meeting was unusual but it had the advantage for the college members and those attending summer schools, that it did not interfere with the first week of summer schools. For many Sisters it had also the advantage of not interfering with retreats.

There were very active meetings of the college, seminary, high school, and diocesan superintendents' sections. The scheduled separate meetings of the women's college and of the graduate-school deans were not held but were combined into a single meeting of all colleges.

There was no meeting of the parish section but this section hereafter will be under the guidance of the diocesan superintendent's section. The direction of the policies of the parish schools is largely in the hands of the diocesan superintendent, and this is a natural grouping. The proposal that the high schools should be similarly organized was not carried through. The presence of the number of religious orders of priests and of brothers, of wider scope than the dioceses, was the basis of the continued separate organization of the secondary-school department, which was only a short time ago a part of the college department. The proposal by the Committee on Graduate Schools to organize a separate department was withdrawn during the discussion in favor of the present organization of a section. Ultimately it will be necessary to organize a graduate-school department because of the critical nature of the problems of this special field, and because of the imperative need to face frankly the difficulties of the present situation.

One of the most pleasant and at the same time most stimulating of the meetings of the Association was the one held Wednesday evening at the Stevens Hotel at which the Honorable Thomas F. Woodlock, the associate editor of the *Wall Street Journal*, and a former Interstate Commerce Commissioner presented a paper on "The Mind of the Church and the Great Insolvency." The paper indicated what may be expected of a well-informed layman who understands the history of the Church, the proper spirit of history, and is acquainted with philosophy. The speech had significant lessons for our teaching of history and philosophy in Catholic schools. "It is the way such things should be." It raised spontaneously, and under the gentle stimulation of the chairman, Bishop Howard, what was probably the best discussion of the whole convention.

The Seminary department discussed many aspects of its work: the decree "Quam Ingeus," the apportionment and use of study time, the seminary as a school of spiritual life, the teaching of moral theology, and the seminarian's vocation. Especially significant in the discussion growing out of these topics was the animated interchange of views on the elimination of students unfitted for the priesthood.

The secondary-school department discussed the parent-teacher organization, the question of business training on the high-school level, the need for physical training in the Catholic high school, the Legion of Decency, and reorganized courses in religion. These meetings were quite well attended and judging particularly from the discussions in the hall, afterwards, must have been quite animated. The superintendents discussed the problems of the high school, the rural schools, and the elementary schools. Courses of study and the educational efficiency of the high schools were considered. The diocesan organization as well as the pastor's relation to the parish school was a discussion particularly stimulating. The same discussion of the problems of pastors is a very great desideratum, and fortunately this problem was also included in the discussions of the superintendent's section. More detailed comment on these papers will be given elsewhere, and it is expected that some of the papers will be published.

Probably the department about which there was the most stir was the College Department. Four committees had been at work during the year and were evidently very active. There was the Educational Policy and Program Committee, the College Accreditation Committee, the Organization Committee, and the Financing the Catholic College Committee. The Committee on Financing reported progress and is evidently conducting quite an extensive survey of the financial situation. The Committee on Policy and Program presented well-considered discussions of the aim of the Catholic college, and proposed a curriculum which aroused considerable discussion. The problem of Latin as a specific

requirement for the A.B. degree in accordance with traditional practice, was discussed from many angles, and the Committee was continued under Father McGucken to continue its studies. The College Accreditation Committee presented a comprehensive report on the problem with a proposal for independent accrediting on a high level by the National Catholic Educational Association itself. It proposed a series of educational policies as a basis for discussion. The program of accreditation which it presented was based on an educational procedure rather than on a merely judicial one, and emphasized educational rather than merely physical or financial facts. In order to keep the Catholic accrediting on an independent basis and not make it subordinate to any regional agency, and moreover to assure distinctly Catholic accrediting for the whole country, the proposal was made that the secretary of the Accreditation Committee should be in no way connected with the accrediting activities of any non-Catholic organization. This resulted in the rare act of a roll call. As a result of this roll call, the independent Catholic accreditation program under the general supervision of a person not affiliated with any regional or any non-Catholic accrediting body, was carried.

A very active committee on Organization under Father Stanford of Villanova College presented a report on organization on the basis of regional grouping of colleges which would still keep the national association dominant, but for local purposes regional organizations would be formed. This would consist of four in the United States. A committee on By-laws was appointed to carry through the substance of the recommendations of the committee. Presumably some action by the general body will be essential before this final program is put into effect.

The special meeting called of graduate deans resolved itself into a general meeting. Dean Deferrari of the Catholic University presented some facts regarding the general situation and the needs of Catholic graduate schools, particularly in their relation to Catholic colleges. This caused some animated discussion.

There was no separate meeting of the colleges for women or the colleges for men. Two papers on guidance intended for the colleges for women were read before the whole group.

Resolutions of obedience to the Holy Father, and of appreciation to the Cardinal Archbishop of Chicago, were passed. Resolutions given elsewhere in this paper were passed on peace education, on the significance of the parent and the home in education, on aid to Catholic schools in the emergency, and one emphasizing the Americanization of the Catholic school.

GENERAL RESOLUTIONS

1. To Our Holy Father, Pope Pius XI, we present the loving homage of our obedience.

2. The National Catholic Educational Association reaffirms its trust in American institutions. They are the charter of our political liberties, and are erected upon the recognition of the fact which contemporary sentimentalism refuses to accept; the fact, namely, that man possesses natural rights and that these are not privileges granted by an omniscient state. Founded thus on the acceptance of truth and not on the assumption of error, such institutions possess stability against world stresses, and at the same time sufficient flexibility to meet changing conditions. We are convinced that, adapted to new national exigencies, as these exigencies arise, and administered by officials of integrity, American institutions will preserve our people from the immoralities of communism and fascism, and afford the best means to bring to all of our citizens the blessings of social justice.

3. Obedient to the voice of Our Holy Father, calling upon the nations in the name of the Prince of Peace to preserve the world from the horrors of war and emphasizing the need for the promotion of a love of peace in all peoples, we pledge ourselves (a) to the inculcation of an appreciation of the ethical principles underlying international relations, and (b) to the dissemination of knowledge of the facts regarding the cause of war and the economic stresses and conflicts dangerous to peace. In accordance with its fundamental moral and religious purposes, it is the duty of the Catholic school to promote that love of neighbor for the love of God which is the sure solvent of ill will and the basis for neighborliness among all people, irrespective of race or nationality, and possesses in itself the power of transforming the world.

4. Ever mindful of the principles enunciated in the Encyclical

on "The Christian Education of Youth" that parents hold directly from the Creator the fundamental rights concerning the education of their children, we regard with suspicion and concern any movement which would tend to make the school the instrument of any group, political or academic, for achieving its own ends and purposes.

5. In the American tradition education is a function of state and local government. This means that its ultimate control is vested in parents and those who are immediately responsible for the well-being of our children. We have here a most effective safeguard against any form of government monopoly of American childhood, and rampart against the encroachments of tyranny. We would be renegade to the ideal of American liberty were we not to exercise the utmost vigilance lest in these disturbing days there should be a drift in the direction of the control of the policies and processes of education by the Federal Government. We hereby record our opposition to the adoption of any procedures for the distribution of federal funds which would give to any federal agency the power to dictate to the states in matters that concern the welfare of American childhood and the direction of American education.

6. With righteous indignation we protest against the shameful condition of affairs in Mexico where the people are deprived of fundamental liberties and subjected to persecution on the sole ground of their allegiance to the Catholic Faith. The suppression of religious freedom and academic liberty decreed by those in control of the Mexican Government, is fraught with a significance that reaches far beyond the borders of that unhappy country. It is an assault on liberty everywhere, and, consequently, is the concern of every lover of freedom and justice.

7. We congratulate the Bishops and Catholic people of the State of Ohio on the wisdom and courage they have displayed in their campaign for their rightful share in the funds the state has set apart to aid education in the emergency. They are waging a battle for the principles of the freedom of religious teaching; and their action is a protest against the unreasonable and un-American assumption that only that kind of education should have public support which is rooted and founded in secularism.

8. It is with great joy that we congratulate our Bishops, pastors, teachers, and people on the amazing generosity, self-sacrifice, and devotion that have sustained the Catholic school system through the days of the depression and given us hope and courage to face whatever vicissitudes may await us in the days to come.

9. To His Eminence Cardinal Mundelein, we extend our heartfelt gratitude for his kindness in sponsoring our meeting in the great city of Chicago, and we are most happy to be able to assure him that due to the arrangements that were perfected under his direction, our meeting has been profitable and inspiring.

The general officers of the Association were all re-elected. Departmental presidents were elected as follows: Rev. Joseph J. McAndrew, of Emmitsburg, Md., seminary department; Rev. A. J. Hogan, S.J., of Fordham University, college department; Rev. P. A. Roy, S.J., of New Orleans, secondary-school department; Very Rev. Msgr. F. J. Macelwane, of Toledo, Ohio, department of superintendence.

THE DEPARTMENT OF SUPERINTENDENCE Francis M. Crowley, Ph.D.

The diocesan superintendents' section of the Association was reorganized into the department of superintendence. The meetings of this department were especially enthusiastic.

Father Edward Gorman, superintendent of schools of Fall River, presented a rather extended account of the problems and difficulties experienced by a new superintendent in putting schools on a diocesan basis. He counseled caution on the part of the new appointees in putting into effect the various steps decided on for the improvement of the instructional or administrative organization of schools in any given jurisdiction. He outlined various devices which he had employed in securing uniformity in records, examinations, and teacher-training programs. Father Gorman felt that the chief responsibility of the superintendent was lifting the standard of teacher training in his jurisdiction, using every possible means, such as extension courses, summer-school programs, demonstration teaching and supervision, to reach this objective. In the discussion it was shown that there is a vast difference between the east and middle west with respect to the relations which exist between public- and Catholic-school officials. In other words, there is less of the mandatory type of legislation in effect in the east and more of the element of compulsion is present in the regulation of state departments of education in the middle west.

Father Joseph Ostlick, superintendent of schools of Omaha, presented a paper, "How Can We Improve the Efficiency of Our Rural Schools?" in which he deplored the fact that adequate provision is not made at the present time for the needs of students in Catholic rural schools, in that the curriculum is practically the same as that used in Catholic urban schools. Not enough attention is paid to rural economics, agriculture, soils, crops, and rural experiences, due in part to lack of recognition of the importance

of providing such materials and experiences and again through lack of teaching personnel properly trained for service in rural districts. It is his contention that the time schedule of a typical urban school is practically useless in rural districts because of the availability of only one or two teachers for the entire range of grades. The rural teacher must learn to provide for grade and subject combinations and for the alternation of subjects in order to do efficient work in a small school. Schools of education, teacher-training institutions, and departments of education in colleges and universities are not providing this type of instruction at the present time. In the discussion the question was raised as to whether there is any real difference between the curriculum of the rural and the urban school. In other words, it is more a matter of administration rather than difference in subject matter or experience. Again, some felt that the problem of the rural school was still more involved because of the tendency of graduates of rural schools to transfer to urban districts later in life. Thus the rural school would be obliged to provide training for both urban and rural life. The feeling was general that more attention can be given to rural schools controlled by the Church but there was no degree of unanimity of opinion with regard to the type of the curriculum or general program which would make the rural school more efficient.

Father Thomas O'Brien, of St. Jarlot's Church, Chicago, read an outstanding paper on the relations which should exist between the pastor and the Sisters of the parish school. He showed a sympathetic understanding of the problems faced by superintendents and gave them full credit for the marked improvement in educational standards during the past decade. He maintained that the pastor is not a trained schoolman, so he should accede in all school matters to the wishes of the Sister principal or the diocesan superintendent. Perhaps too much is being done by our schools for our students in the direction of providing health inspection, free textbooks, free lunches, and other special services which tend to weaken the student's sense of responsibility and of financial obligation. Again, we must assume a critical attitude with regard to our school program in so far as religious instruction might be concerned, striving at all times to have the rather abstract teachings of the classroom carried over into life activities. We need to do a great deal on this score before we can be satisfied with results.

Father Paul E. Campbell, superintendent of the schools of Pittsburgh, discussed the problem of organizing a satisfactory course of study for a typical Catholic high school, pointing out the need for a proper balance between academic and vocational or industrial courses. He felt, as did so many more of the superintendents, that the interests of the great body of students in our Catholic high schools; that is, the 50 per cent or more who will not attend college, should not be sacrificed in order to care for the instructional needs of the college preparatory group, usually constituting only 20 per cent of the enrollment in any given Catholic high school.

Father Harold D. Keller, superintendent of schools of Harrisburg, presented a report on the educational efficiency of Catholic high schools in the State of Pennsylvania, drawing on materials which had been collected by a statewide committee of diocesan superintendents functioning under the auspices of the Catholic Educational Association of Pennsylvania. The materials for Father Keller's report were drawn from the summaries presented in the last three annual reports published by the Catholic Educational Association of Pennsylvania. A survey of the scholastic records established by Pennsylvania Catholic high-school graduates in state, Catholic, and non-Catholic institutions in Pennsylvania and other states showed that greater care would have to be exercised by principals in certifying high-school graduates to colleges and universities and in grading students enrolled in college preparatory courses, since in many cases the students did not rank in the freshman class in as high a percentile group as would have been expected if the high-school record of the student were taken as a basis of prediction. Frank comments and statistical analyses of the records of Catholic high-school graduates were supplied to the diocesan superintendents by the registrars of the institutions of higher education in Pennsylvania and other states co-operating in the study, so that reports could be filed with the principals of Pennsylvania Catholic high schools which might be used in bettering instructional conditions in order to insure better preparation for future graduates who enter college.

Rev. Carroll F. Deady, superintendent of schools of Detroit, outlined "A Program for Diagnostic and Remedial Teaching." Father Deady described the situation of the schools in one of the larger cities, where, due to economic conditions and other causes, a class of fifty children is considered small. He explained how his schools have been quite successful in coping with this situation by means of scientific classification of pupils, special classes for remedial work, etc.

Rev. Austin G. Schmidt, S.J., professor of education at Loyola University, Chicago, spoke on "Psychiatry and the Catholic School." He stressed the need for much more attention to this phase of school organization on the part of Catholic schools,

and urged the establishment of psychiatric clinics for the Catholic schools of the community.

Rev. Felix N. Pitt, superintendent of schools of Louisville, discussed "Catholic Schools and the Training of Citizens." Father Pitt urged the necessity for training students in Catholic schools for active citizenship. It is not sufficient, he maintained, to teach the principles of government and the duties of the citizen. The student must be trained to take his place actively as a citizen of his community.

PENNSYLVANIA C.E.A. MEETS

The sixteenth annual convention of the Catholic Educational Association of Pennsylvania was held at the Boys' Catholic High School in Pittsburgh, April 25, 26, and 27, 1935.

The convention proper was opened Friday morning with Holy Mass, at St. Paul's Cathedral, celebrated by Most Rev. Hugh C. Boyle, D.D., bishop of Pittsburgh, and a sermon by Rt. Rev. Alfred Archabbot Koch, O.S.B., president of St. Vincent's College, Latrobe, Pa. Following the Mass, registration and the opening meeting was held at the high school.

A feature of the program for Friday afternoon was a demonstration of the Teaching of Deaf Children, in charge of Sister Teresa Vincent, S.C., of De Paul Institute, Pittsburgh. This included various forms of tactile training by pupils and their teachers. Rev. W. D. Sullivan spoke on "Catholic Education and the Family"; Rev. J. V. Sangmeister, on "Catholic Education and the Church"; and Rev. P. D. Harkins, on "Catholic Education and the State." At a meeting for the Supervisor's Section, a group of educators discussed "Correlation of Learning, Teaching, and Supervision."

On Friday evening, there was a meeting for laity. Judge Frank

Piekarski spoke on "The Attitude of the State Toward Catholic Education" and Miss Catharine J. Monahan discussed "Catholic Education as a Phase of Catholic Action."

The following papers were read Saturday morning at the College Section: "Ideals of Uniformity of Curriculum and Content," Rev. J. F. R. O'Brien, T.O.R.; "Teaching Catholic Action in College," Mr. Burton Confrey; "Development of Educational Graduate Work," Rev. J. C. Bartley, O.S.A.; "Pre-Service Preparation of Teachers," D. M. J. Relihan; "Observation and Practice Teaching," Sister M. Cuthbert, I.H.M.

At the High-School Section, a group of teachers discussed, "Formulation of Aims and Objectives of a High-School Course of Study." The papers read were entitled respectively: "English, History, Science, Mathematics, and Latin."

Rev. H. E. Keller discussed "Catholic Students in Pennsylvania Colleges."

In the Elementary Section, Sister M. Clara, S.S.J., discussed "Work-Type Reading"; Sister M. Aloysia, O.S.F., gave a demonstration of a "Fourth-Grade Unit on Holland"; and Sister M. Alfredina, S.C.C., discussed "Training Students in Proper Social Participation."

In the Primary Section, there were two papers: "Reading Readiness and its Relation to the Developments of Character," Sister Rose Bernadette; and "Teachers' Attitudes and the Emotional Development of Children," Sister M. Paulita, I.H.M.

Officers

His Eminence D. Cardinal Dougherty was chosen honorary president. Rev. Paul E. Campbell, A.M., Litt.D., was elected president. Rev. Brother Azarias, F.S.C., was chosen secretary; and Rev. John F. McElwee, O.S.F.S., treasurer.

New Books of Value to Teachers

Adolescent Psychology

By Ada Hart Arlitt, Ph.D. Cloth, 260 pp. \$2.25. American Book Company, New York City.

Miss Arlitt's *Psychology of Infancy and Early Childhood* has made her well and favorably known in psychological circles. Her later book on Adolescence will add to her reputation.

The text is written primarily for use in colleges and teachers' colleges in their courses in education, but it will prove valuable for students of general psychology and will be an aid to many parents who are harassed by the problem of dealing with their own developing boys and girls.

The genetic viewpoint is stressed throughout the whole work. This emphasis upon the natural impulses and the emotional drives that underlie and explain much of the behavior of youth is a practical approach to the study of the adolescent period. The author devotes much space to the consideration of personality traits. These are presented from the aspects of both their normal development and of their pathological manifestations. The relationship between character disturbances and the natural emotional and instinctive growth of youth is analyzed and clearly drawn. Types of personality tests are summarized and evaluated as are some of the more common of the intelligence tests.

There are discussions on emotions, learning, memory, and intelligence as these powers expand during adolescence, and there are chapters on the moral development of youth and the hygiene of adolescence. The author presents her matter in a clear, readable style and her conclusions are based on recent researches in the field of adolescent psychology. — R. C. McCarthy, S.J.

Biblical Questions

Rev. Rudolph G. Bandas. Cloth, 181 pp. \$1.75. The Bruce Publishing Company, Milwaukee, Wis.

Here are the answers to the perplexities faced by the Catholic who frequently meets his non-Catholic neighbor, more often than not, badly infected with the microbe of higher criticism.

While Catholics, by and large, probably are not Bible readers to the extent they should be, their grounding in Bible history leaves them with the broad outline of Biblical knowledge but hardly fits them to answer attacks on the Book of Books.

After a concise introduction in which the chapter on Catholic and Protestant versions is particularly well done, the author with pleasing brevity covers the Old Testament and tells us the Church's stand on the miracles reported therein.

No teacher of religion can be without this volume. We trust that the author will soon give us a similar volume on the New Testament. — J.G.G.

The Catholic High-School Principal

By Francis M. Crowley. Cloth, 278 pp. \$2.50. The Bruce Publishing Company, Milwaukee, Wis.

Dr. Crowley, dean of the School of Education of St. Louis University and former director of the bureau of education of the N.C.W.C. presents in this book the careful analysis of a study of the training, experience, and responsibilities of principals of Catholic high schools, and compares and correlates his findings with those of two other educators who have made similar studies in the public-school field.

The author finds that principals of Catholic high schools compare quite favorably with those in public schools in the matter of academic preparation, age, and experience, often having the advantage. And they often have more authority in administrative matters than other principals; but, on the whole, in common with other principals, their authority is not as great as it should be.

The purpose of the study, however, was not merely to make comparisons, but to point the way toward a greater professionalization of the principalship. The recommendations given with the information supplied by a large number of principals of Catholic high schools has resulted in many definite statements of improvements to be sought and the means to realize them. One notable recommendation is that the customary nominal salary paid to religious communities for the services of their teachers be increased somewhat in the case of the principal in order to help the communities to defray the greater expense of preparing members for principalships.

Presenting the Angels

By Sister Mary Paula, S.N.D. Cloth, 121 pp. \$1.50. Benziger Brothers, New York City.

Whether it is that man is becoming overfed with material things and is seeking something spiritual, truth is that more attention is being given to the world of the supernatural. Several months ago, it was Father Husslein's excellent *The Spirit World About Us*, which drew particular attention to the angels, and now the no less excellent *Presenting the Angels* does the same in a slightly different way.

This book treats of the nature of the angels, their place and function in the order of creation, angels in the liturgy and sacramental rites, in art, and in poetry. Sister Paula's prose is smooth and easy; her manner is thorough but not heavy. In each chapter one wishes she had told a little more. The book makes excellent community or private reading, and teachers of religion will like it for supplementary work.

The Origin and Development of the Public-School Principalship

By Paul R. Pierce. Paper, 233 pp. \$2. University of Chicago Press, Chicago, Ill.

The principalship in public schools in the United States has not grown in proportion to the growth of teachers on the one hand and superintendents on the other. Only during the past five years has there been a strong movement for reasserting the place

of the principal as a leader and guide of teachers, as a community leader, as an interpreter of the schools to parents, and as a professional student of the science of education.

The present study is based entirely on the official reports of twelve states and traces the growth of the principalship from 1847 to 1933. It will be found extremely helpful for any principal who desires to get a better perspective of the functions and opportunities of his office.

American History Tests for Catholic Elementary Schools

By Sister M. Dorothea, S.S.J., and Leo B. Fagan. \$1.25 a package (sample set, 20 cents). Public School Publishing Company, Bloomington, Ill.

This test was prepared in the school of education of St. Louis University. It supplies a standard test in history for grades 7 and 8. The test, prepared after an analysis of numerous diocesan examinations, consists of six parts: (1) sequence of events, (2) historical vocabulary, (3) important events, (4) historical characters, (5) historical characters connected with events, and (6) important dates connected with events. It provides norms based upon the scores of 3,787 and 4,291 pupils in the seventh and eighth grades. The coefficient of reliability is .953 for seventh grade and .947 for eighth grade. Working time is 40 minutes.

Let's Pretend

Portfolio of plays with songs for children. Seven plays, 29 songs, etc., by Susanna Myers, arranged by Bernice Congdon Colwell, and a Primer of Play-Acting by Susanna Myers. \$2. C. H. Congdon, New York City.

Teachers and children will be delighted with this beautiful portfolio of music and acting. *The Primer of Play-Acting*, which is part of the set, is a practical handbook for teachers of grade-school dramatics. The seven plays are: *Mary is Lost*, *The King of France*, *Dreams*, *Signs of Spring*, *The Surprise Party*, *Baby Brother*, *The Clock*. Songs from the *Congdon Music Primer*, arranged for the piano by Harvey Officer, are reproduced as part of each play. Much of the piano music can be played by young children.

Sex Education and Training in Chastity

By Rev. Felix M. Kirsch, O.M.Cap., Ph.D., \$2.25. Benziger Brothers, New York City.

Two pamphlets that should prove helpful in opposing the prevailing sex mania are the following: *Sex Education* (Paulist Press, New York) and *Training in Chastity* (Our Sunday Visitor, Huntington, Indiana). The Rev. Felix M. Kirsch, O.M.Cap., Ph.D., author of the two pamphlets, has done well in drawing on his larger work, *Sex Education and Training in Chastity* since the latter is now considered a standard work in English on this difficult subject. This book is intended only for the mature reader, especially priests, parents, teachers, and social workers. The book has been highly commended in the *Roman Review*, *La Civiltà Cattolica*, issue of January 5, 1935.

The following review was written by Rev. M. Barbera, S.J., editor of *La Civiltà Cattolica*:

"The present work deals with sex education in all its aspects and in accordance with the principles of Catholic Doctrine. The distinguished Author, professor at the Catholic University in Washington, has studied the question thoroughly, has examined whatever has been published in this field by Catholic and non-Catholic writers, and has given special attention to the works of moral theologians.

"In the opening chapters the Author outlines the state of the question which has assumed so much importance in our day. In his historical survey he presents facts and figures in support of the views quoted on sex education from theologians and educationists. Various aspects of the subject are treated in the following chapters: *Who shall instruct our young people? At what age will individual instruction be necessary? What must be told? How must it be told?* In dealing with the prevention and cure of immorality, special attention is given to the supernatural means. The concluding chapters deal with character education in general and with the education for Christian Marriage according to the teachings and tradition of the Catholic Church. All the conclusions arrived at in the book are in agreement with the common doctrine of theologians and in particular with the principles laid down in the Pope's Encyclical *On the Christian Education of Youth*. The findings of the author are based on the results of experience and on the testimony of responsible authorities, and are presented dispassionately and logically. In his copious bibliography the Author indicates what books will prove helpful to priests and what titles are recommended to parents and teachers respectively. The book contains also a subject and author index. Among the books dealing with the delicate subject of sex education, the present work must be listed as outstanding for scholarship and correct doctrine."

A Laboratory Manual of Vertebrate Embryology

By Hubert Vecchierlo, O.F.M., Ph.D., and John L. Worden. M.Sc. Cloth, 90 pp., 44 plates with 97 figures. \$2.25. 12½ by 10 inches. Saint Anthony Guild Press, Paterson, N. J.

This beautiful manual for colleges is divided into five parts:

Reproductive glands and gametogenesis, cleavage and primary germ layer formation, development of the body and primitive organs, organogenesis, and hemopoiesis. A running commentary faces the plates. Most of the drawings are original with the authors, well executed and of such a size as to be distinct. Historical notes on the development of the science of embryology constitute the first chapter and a selected bibliography forms the conclusion. The volume, which may serve as a laboratory manual to supplement any standard textbook of general embryology, is decidedly worthy of recommendation.—K.J.H.

Social Games for Recreation

By B. S. Mason and E. D. Mitchell. Cloth, 421 pp., 200 illustrations. \$2.50. A. S. Barnes and Company, New York City.

Owing to the large number of books on games and recreation that make their appearance, the most frequently asked questions are: Does the book present something new, and is it practical? To both, the reviewer answers, yes. The volume is written for the students, physical director, play leader, group worker, teacher, parent, and the player himself. All these will find it useful. It furnishes suggestions and material for the party, the club, playground, camp, picnic, and home. Many of the 1,200 games are new but they do not cover the field completely and, hence, it should be used with the author's companion volume *Active Games and Contests*. The recreation calendar included gives dates suggesting suitable names for events. The book is well bound, well printed, and illustrated with pictures and diagrams.—K.J.H.

The Junior Speech Arts

By Alice Evelyn Craig. Cloth, 484 pp., illustrated. \$1.40. The Macmillan Company, New York City.

This book, prepared for pupils of junior-high-school age, is designed to supply for pupils of the seventh, eighth, and ninth grades a course somewhat simpler than the author's *The Speech Arts*, which is intended for the senior high school.

It would be difficult indeed to suggest any addition to this book. Everything pertaining to speech in almost any situation is included—the mechanics of the voice in pronunciation and enunciation; posture and gestures; good English in words, sentences, and paragraphs; relations with the audience; choosing topics and preparing speeches, including outlines, notes, research work, etc.; choosing and giving readings; telling stories; producing plays; debating and parliamentary law; conversation and social graces; guides for pupils and teachers.

Many short selections of prose and poetry are reproduced in the book for practice. Bibliographies in the various chapters refer to a wide variety of selections. There is a tabulated list of plays giving the classification of each with the number of characters, etc. Some of these may not be desirable, but the list will be a good basic guide to the teacher.

The Romance of American Literature

By Reuben Post Halleck. Cloth, 399 pp., illustrated. \$1.40. American Book Co., New York City.

This is a new history of American literature for high schools and smaller colleges by the author of one of the pioneer books in this field. The old method of devoting a chapter to an author has been replaced by a grouping according to recent methods under: America's Old World Heritage; Colonial Literature; Emergence of a Nation; Early Romanticists; Flowering of Romanticism; Broader Field of Romantic Writers; Transition; Twentieth-Century Literature. This arrangement is quite successful in placing authors in the proper setting of their age.

One of the author's main objectives is to awaken the desire to read our major authors; with this in view, he makes recommendations for reading parts of the works of these authors. He seems to have a real appreciation of the fact that many things, particularly in modern literature, will do the student no good and may do him much harm both intellectually and morally. In some cases, the bibliography of suggested readings points out selections from certain works with the suggestion that the teacher read them to the class. Modern realists are severely criticized for their grossness, but little or nothing is said to educate the conscience of the student to avoid reading such stuff. A certain modern play is described, as one of the author's best, in a matter-of-fact manner that the student would take as an endorsement. In truth, parts of the dialog and scenes in this play are unfit even for a mature audience.

Cleaner Movies Activity Projects and Posters

By Sister M. Anthony, Nazareth Academy, LaGrange, Ill., and Eunice F. Foster, Supervisor of Art, Archdiocese of Chicago; published by Practical School Supply Company, 1315 South Michigan Blvd., Chicago; foreword by Father George T. McCarthy, Secretary, Chicago Council, Legion of Decency. This timely material, which has been indorsed by the Legion of Decency, should prove quite effective in furthering the nation-wide campaign against indecency in motion pictures. Besides the large posters, there are a number of strikingly illustrated projects, "pep" songs, playlets, and general suggestions. Descriptive matter may be obtained from the publishers.

(Continued on page 14A)

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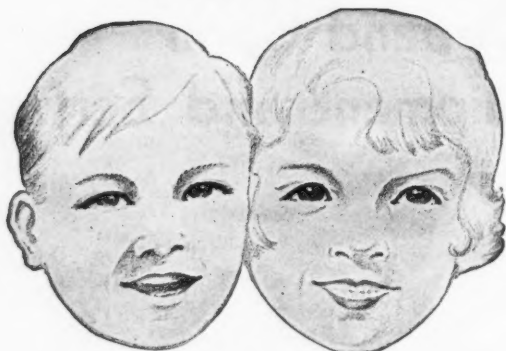
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(Continued from page 176)

Baptismal and Confirmation Names

By Edward F. Smith. Cloth, 288 pages. Price, \$3. Benziger Bros., Brooklyn, N. Y.

A useful and reasonably complete list of names of the Saints. Parents as well as pastors will find help in the brief biographical notes, pronunciations, Latin forms, and modern equivalents. A calendar, lists of abbreviations, and patron Saints complete the book.

Short Nature Sketches

By George W. Hootman. Paper, 92 pp., illustrated. Educational Test Bureau, Inc., Minneapolis and Philadelphia.

This is a collection of very simple stories, or rather incidents, most of them dealing with animals or birds, wild and tame; others with natural phenomena such as a thunderstorm or the Northern Lights. At the end of each sketch is a group of words and expressions used in the story with a definition of each. These sketches by a friend of young people give a great deal of interesting and useful information. They substitute for the grandfather or uncle who used to tell such stories.

The Origin and Development of the Superintendent of Schools

By Thomas McDowell Gilland. Paper, 279 pp. \$2. University of Chicago Press, Chicago, Ill.

An historical account of the origin and development of the superintendent in public schools of the United States. The thirty largest cities are used as the basis of the investigation.

An Historical Approach to Methods of Teaching the Social Studies

Paper, 214 pp. McKinley Publishing Company, Philadelphia, Pa.

This is the fifth yearbook of the National Council for the social studies. The papers take up curricular purposes, the preparation of teachers, variations in teaching method as arising from the various subjects, teaching aids, objective teaching. The entire emphasis of the books is the comparison of past methods with present practice.

Life of Jesus Christ

Selections from the Vulgate, edited by Sister Mary Dolorosa Mannix. Cloth, 127 pp. 96 cents. Bruce Publishing Company, Milwaukee, Wis.

This is a book for rapid reading in the Latin classes in high school or college. It consists of consecutive selections from the Old and New Testaments which present the story of Our Lord in prophecy and in His life on earth.

The work of Sister Dolorosa has been principally in the preparation of the numerous footnotes which explain the origin of words and their use in Ecclesiastical Latin, comparisons of constructions with those of Classical Latin, etc. There is also a complete vocabulary at the end of the book.

Chapters in Frontier History

By Rev. Gilbert Garraghan, S.J. Cloth, 188 pp. \$2.50. The Bruce Publishing Company, Milwaukee, Wis.

Such heroic figures as Father De Smet, Father Gibault, George Rogers Clark, Father Allouez, such romantic places as Cahokia, Vincennes, old St. Louis, such absorbing items as New Maps of Old Regions, make this one of the most readable volumes on the making of the West. The author's style is vivid and interesting. To all those who wish to be better informed on one of the most romantic chapters in our history, this book is highly recommended. — J.G.G.

Unit Exercises on Early European Civilization

Unit Exercises on Modern European Civilization

By Walter P. Webb and J. Andrew Holley. Paper, perforated 108 pages. 60 cents each. D. C. Heath and Co., Boston, Mass.

These are workbooks for use with Webster's *Early European Civilization* and *Modern European Civilization* or other texts. Specific references are given to Webster's histories and also to Hayes and Moon; McKinley, Howland, and Dann; Magoffin and Duncalf; Robinson and Breasted; and West. And there are blanks for the insertion of other references. Each unit states its aims, gives references, an outline to be expanded, terms and definitions, persons, dates, etc., questions for discussion, differential assignments. There are many outline maps. A separate package of tests accompanies each book.

Beacon Lights of Literature, Book One

By Rudolph W. Chamberlain and Edwin B. Richards. Cloth, 960 pp. \$1.96 list. Iroquois Publishing Company, Syracuse, N. Y.

This textbook for the ninth grade first appeared in 1931. Its aim is to supply all the literature necessary for the year's work. There are six selections: The short story, the novel, the epic, the ballad, American poetry, the drama. There is a general introduction to each selection, the latter giving a sketch of the author and the editor's comment on the selection. The selection itself is followed by questions. The full list of short stories is: *The Pit and the Pendulum*, by Poe; *Edward Randolph's Portrait*, by Hawthorne; *Tennessee's Partner*, by Bret Harte; *The Sire de Maletrou's Door*, by Stevenson; *The Adventures of the Norwood Builder*, by Conan Doyle; *The Third Incredient*, by O. Henry; *Gulliver the Great*, by Walter A. Dyer; *The Black Duck Dinner*.

(Continued on page 17A)



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(Continued from page 14A)

by James Stevens; *Barbed Wire*, by Lawrence Perry; *The Most Dangerous Game*, by Richard Connell; *The Man with the Good Face*, by Frank L. Mott.

Homer's *Odyssey*, according to Havell's translation, is the selection given for study under the epic, and *Ivanhoe* is given for the novel. *A Midsummer Night's Dream* is the drama to be studied.

Beacon Lights of Literature

By Rudolph W. Chamberlain. Books II, III, and IV. Cloth, each more than 900 pages. \$1.96 list. Iroquois Publishing Company, Syracuse, N. Y.

These three books, for the tenth, eleventh, and twelfth grades, published in 1934, follow the general plan of the ninth-grade book. Book II contains sections on autobiography, the novel, diary and letters, poetry, story-essay, modern short stories, and the drama. We don't think it safe to offer high-school pupils selections from Peppy's *Diary*. Book III contains biography, the American novel, poetry, the familiar essay, the drama. Book IV contains letters, English poetry from Chaucer to Milton, speeches, modern American and English poetry, magazines and newspapers, drama, modern world literature, the story of English and American literature. The section on speeches contains a speech by Emile Zola, all of whose works are on the Index. And the section on world literature contains a selection from Anatole France, all of whose works are on the Index. The reviewer thinks that the selection by Margaret Banning in the newspaper section is far too crude in places for our daughters.

English in Action—Ninth Grade Practice Book

By J. C. Tressler. Paper, 174 pp. 52 cents. D. C. Heath and Co., Boston, Mass.

This ninth-grade practice book and workbook is arranged to accompany one of the textbooks of the *English in Action* series, but may be used with any other textbook or without a textbook since each lesson is introduced by a careful explanation of principles. The scoring system is very simple, so that the pupil can score his own exercises. A separate package of mastery tests and final examination tests accompanies each package.

Proficiency Tests and Workbook for Second-Year Latin

By Lillian G. Berry. Paper, 144 pp. 56 cents. Silver, Burdett and Co., Newark, N. J.

This is a well-arranged complete series of exercises and tests on vocabulary, forms, and syntax of first- and second-year

Latin, comprehension exercises, sight-translation tests, facts on the Gallic War, Roman history, life, and mythology. An excellent means of economizing teachers' and pupils' time and insuring mastery.

The Heart of a Young Man

By Rev. Lionel E. Pire, C.P.P.S. Paper, 77 pp. 25 cents. Fredrick Pustet Co., New York City.

The "Talks on Personal Purity to Boys" will, as Rev. Paul H. Furfey says in his foreword, "be a great aid in educating the young in the fragile and beautiful virtue of chastity" and is to be "heartily recommended to those many parents and teachers who feel the magnitude of their responsibility yet who hesitate on the threshold of a duty."

A Romance of Lady Poverty

By Rev. Celestine N. Bittle, O.M.Cap. Cloth, 600 pages. Price, \$4.50. The Bruce Publishing Co., Milwaukee.

The history of the Catholic Church in the United States has still to be written. True, the stories of small sections have been written, but the day will come when someone will unite those scattered chapters into one grand epic. And in that final account the "Romance of Lady Poverty" will take prominent place.

This history of the province of St. Joseph of the Capuchin Order in the United States is strange and exciting reading for us who are accustomed to proceed by rule. Its beginnings were inauspicious; and for two young Swiss priests—not Capuchins, not even regulars, but diocesan priests—to dream of planting the Order in a strange land, seems hare-brained even to us who see the results, and to their contemporaries, it was sheer folly. Yet, these two men, John Frey and Gregory Haas, refused to consider an obstacle as insurmountable, and lived to see their wild dream realized in a vigorous, flourishing province.

The story of this foundation is a romance indeed: poverty, bitter need, disappointment, and official disapproval were the lot of the founders themselves and of their early followers, but the love and that wonderful Franciscan *Pax* made all things right.

Father Bittle has told the whole story in a scholarly, frank way, hiding no detail that will throw light on it. To these qualities of the true historical method he has added another—that of a charming and persuasive style which lifts this book out of



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the dry, "chronicle" class. As Dr. Guilday says in his introduction to this book: "He has undoubtedly written the final chronicle of his Province and has made a distinct and scholarly addition to the ever-increasing library of our American Catholic history."

Corrective English, Book II

By David L. Clark, Lois Ware, and Carrie B. Harrell. Paper, perforated and punched, 144 pp. 72 cents. The John C. Winston Co., Philadelphia, Pa.

The purpose of this workbook for the eleventh and twelfth grades is to provide a rapid, systematic review of the fundamentals of English composition and exercises for the correction of what have been found to be common errors in the compositions of high-school students and college freshmen. Most of the illustrations have been taken from students' themes. Progress tests follow each unit. There is a full introduction to the principles of each exercise. The exercises are constructive and positive.

My Cousin: F. Marion Crawford

By Maude Howe Elliott. Cloth, 332 pp., \$2.50. The Macmillan Company, New York City.

Lovers of Crawford—and what Catholics of the older generation did not read and enjoy his novels of modern Roman life as it was lived in the eighties and nineties of the last century—will be thankful that he carried on a voluminous correspondence. For this correspondence with his friends in Italy, England, and especially the United States, have enabled his cousin to provide a rather intimate portrait of the man and author, to offer glimpses of the social, literary, and art circles of which he was a member. Perhaps, it is asking too much to expect the author to probe into Crawford's religious life after his entry into the Church, or to be objectively critical of his literary works. The book will be enjoyed and will be of help to any student of Catholic literature of the late nineteenth century.

The Quest for Corvo

By A. J. A. Symons. Cloth, 294 pages. \$2.50. The Macmillan Company, New York City.

Frederick Rolfe, self-styled "Baron Corvo," the object of the quest narrated in this book, has an excellent claim on entire and unwept oblivion. A convert to the Catholic Church, he studied for a time at Scots College, Rome, whence his eccentricities and character deficiencies procured his expulsion. With his heart in the Church, yet he set out to make life uncomfortable for such luckless Catholics as crossed his path—succeeding to too great an extent.

Rolfe possessed undoubted talents along literary lines, but his idiosyncrasies were of such strength as to nullify the effects of his genius. His books are practically unknown except to a small coterie of admirers.

If this book has any merit it is that of pointing out the methods and labor of hunting down biographical material. One wonders, however, whether it should have been written.

Blue Portfolio

By Vera Marie Tracy. Cloth, 214 pp. \$1.50. The Bruce Publishing Company, Milwaukee, Wis.

Here is a collection of well-written stories that came from the press last winter. You have, perhaps, read one or more of them in the Catholic magazines. If so, you will be glad to get the complete collection, beautifully printed and bound in blue cloth with gold lettering.

Miss Tracy has a style of her own. Her use of narrative in the second person, in most of the stories, is a delicately impersonal way of presenting the author's personality to the reader. The natural and supernatural, practical and romantic dreams of the child and the woman, with the general theme of the triumph of God's grace working out its ends through human triumphs and failures, place these sketches above mere stories. Yet they are real stories that will be read and reread.

We recommend the book to girls from 16 to 60. It should certainly find a place in the high-school and parish library, and we offer the suggestion that teachers of English can make good use of it.

Chrysalid VI

Students of Mount Mercy Academy. Cloth, 112 pp. Mount Mercy Academy, Grand Rapids, Mich.

The sixth annual volume of *Chrysalid*, like its predecessors, consists of verse and prose by the students of Mount Mercy Academy selected by the English department of the school. Rev. Daniel A. Lord, S.J., the friend of youth, has written an appropriate foreword. The verse is varied in subject matter and style.

(Continued on page 20A)

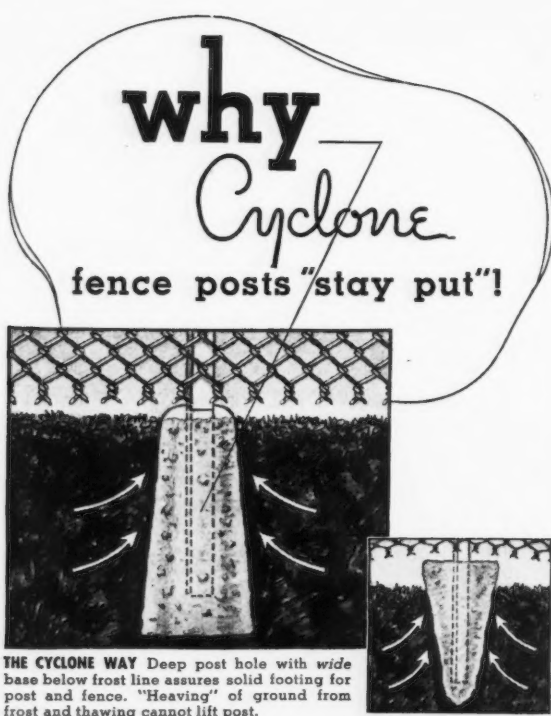


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(Continued from page 18A)

The following, by Marie A. Snow, entitled "Revenge" has a clever turn of thought:

The Day . . . In playful jest
Hides the jewels of night—The Stars!
The Night . . . In petty revenge
Conceals the day's splendor—The Sun!

A deeper theme is treated with true poetic insight by Winiifred Stiles in "Comparison":

Youth—A joyous leaping stream
Whose bubbling depths and shadows seem
To catch the sunlight's amber gleam.
Old Age—The stream o'erspread with ice and snow
O'er which the freezing north winds blow,
But through whose heart bright waters flow.

Among the essays "The Significance of the New Deal," by Ruth Pitsch, is worthy of special mention. The young author knows what the New Deal means both literally and figuratively and many an older reader would profit from her clever description of the "game."

We have quoted almost at random from an excellent collection. *Chrysalid* is indeed a fine example of a school yearbook that is really worth while.

Bookbinding Made Easy

By Lee M. Klinefelter. Cloth, 84 pages, illustrated. \$1. The Bruce Publishing Company, Milwaukee, Wis.

Teachers, in general, are interested in the mechanical structure of books and often wish to bind or rebind a favorite book. *Bookbinding Made Easy* is the work of a junior-high-school teacher. It describes in simple language the easiest methods of binding books by hand with simple equipment that may be constructed in any school shop.

Lone Rider

By Hildegard Hawthorne. Cloth, 360 pp. \$2. Longmans, Green and Company, New York City.

This is the thrilling story of a boy who left his father's sheep ranch in Southern California to become a "lone rider" or messenger for Kit Carson. The boy carried out numerous dangerous missions and when the famous Pony Express was started became a rider for this organization. The book closes with the beginning of the Civil War and the formation of the famous southwest Union regiment which enabled Carson to defeat Texas and subdue the Navahos. The story has a wholesome atmosphere and some historic value.

The Earning Ability of Farmers Who Have Received Vocational Training

By Walter S. Newman. Paper, 44 pp. Bulletin No. 167, Agriculture Series No. 43. 5 cents. Federal Board for Vocational Education, Washington, D. C.

An analysis of a study of farmers by the state supervisor of agricultural education for Virginia. Dr. Newman's study indicates that training seems to have increased the annual earning power by \$311. Besides a thorough discussion of the study, the booklet supplies a bibliography and a list of publications of the Federal Board. It should be in the library of all rural teachers.

The Quest of Solitude

By Peter F. Anson. Cloth, 277 pp. \$2.50. E. P. Dutton and Co., Inc., New York City.

The Introduction to this book gives little explicit clue to the author's purpose in treating of the subject. What can be gathered from it is the desire to explain the peculiar habits of the various divisions and Orders of solitaries, and to emphasize their lives as a *running* after something, rather than *running away* from something. That this latter end is the one ascribed to them by the modern world—especially the Protestant world—cannot be denied.

The author describes the various Orders of monks in a most interesting way, and within certain limits, thoroughly. The pen-and-ink sketches accompanying the text add much to the interest. The book carries a great deal of useful information on the religious Orders. But the book is puzzling: There seems to be a lack of penetration—the account is a surface account. The reader is left wondering whether or not the author is Catholic, and whether this work was a labor of love or an academic research.

Introduction to Cytology

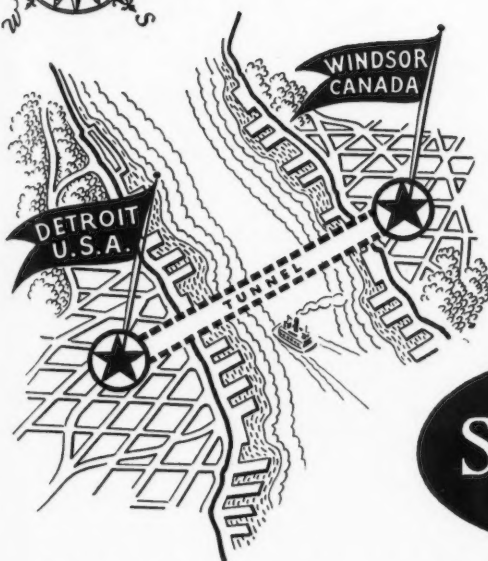
By Lester W. Sharp. Cloth, 580 pages. Profusely illustrated Third Ed., \$5. McGraw-Hill Book Company, New York, N. Y.

Lester W. Sharp, of Cornell University, wrote this extensive college text to acquaint students of the biological sciences with the

(Continued on page 22A)



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(Continued from page 20A)

literature and problems of cytology, the science of living cells. The author aims to supplement Professor Wilson's book, *The Cell in Development and Inheritance*. The fact that three editions were required within twelve years is not only a recommendation, but also insures its up-to-dateness, as far as this is possible with a science so rapidly developing. Most of the drawings are original and well executed. The industry of the author is indicated by a formidable bibliography covering about one hundred pages including writings in several languages.

The Catholic Missal

By Rev. Charles J. Callan, O.P., and Rev. John A. McHugh, O.P. Leather, 1248 pages. \$3. P. J. Kenedy & Sons, New York.

The names of Fathers Callan and McHugh have become a guarantee for the excellence of any work on which they appear. This latest venture, the translation of the Missal, possesses the same excellence as their other works.

The arrangement of matter in this Missal is very fine and practical. The type is entirely readable, the paper fine, and a new style of ribbon marker offers at least partial solution for the problem of finding the proper place in the Ordinary and Canon.

The translation itself is the nearest approach to English we have had. The authors have not feared to break away from latinizations in construction and language and to translate meanings: ablative absolutes, participial constructions, and puzzling involutions have been avoided. One might, of course, take exception to the use of "beseech," "immolate," "oblation," "vouchsafe" and other words of more or less uncommon usage, but it remains true that this is the best and most understandable translation to date.

The Catechism Simply Explained

By H. Canon Cafferata. Boards, 180 pp. 65 cents. B. Herder Book Co., St. Louis, Mo.

This book, intended chiefly for converts and particularly for converts from Anglicanism, adheres to the question-and-answer form, with detailed explanation following the answer.

The Four Temperaments

By Rev. Conrad Hock. Paper, 62 pages. 35 cents. The Bruce Publishing Co., Milwaukee, Wis.

Half a century ago much more was written about the different temperaments than at present. It seems that their discussion had to cede to the expositions of "modern" psychology. Hence, the present treatise is rather welcome. Father Hock's booklet outlines the principal characteristics of the four temperaments noting their bright and dark sides with aids for self-examination and adds some considerations on the treatment and training of characters influenced by these temperaments. The treatise is written in plain and nontechnical language easily understood but not as easily applied to actual cases as it may seem. The chapter on mixed temperaments is rather short. It is commonly accepted that there are practically no pure temperaments and that the dominant temperament in adults is much influenced by physical factors and the exercise of will power. Consequently, a judgment based on exterior manifestations may be quite wrong in many particulars. With children, of course, this danger is much less. The booklet is commendable for the personal use of adults in general as a means to promote self-knowledge and correct self-discipline and particularly to parents and teachers in the education and training of the young. — K.J.H.

America Our Country

By Smith Burnham and Theodore H. Jack. Cloth, 652 pages, illustrated. The John C. Winston Company, Philadelphia, Pa.

This is a history for the seventh, eighth, and ninth grades, based upon modern courses of study which specify, for the seventh grade, the origins of the American institutions in world history; for the eighth, the development of American institutions; for the ninth, the study of American problems in the light of their historic setting. It consists of eleven units covering the background and successive phases of our history.

Each unit is introduced by a condensed preview and followed by a list of references and literary readings. Topical readings, and problems and projects.

The illustrations, by Eunice Stephenson, are numerous and well chosen. Very many of them are in colors. These together with their legends almost tell the story of our country without the text. Besides the drawings there are many reproductions of cartoons and advertisements to illustrate the thoughts and problems of the different periods of our history.

The story of our history is told in a clear, interesting style that

(Concluded on page 25A)

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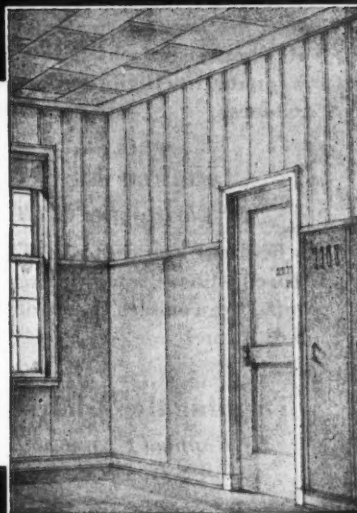
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The first comprehensive account of the training, experience, and responsibilities of the Catholic high-school principal. Includes frank comments of over 200 principals on the problem of professionalization. **\$2.50**

BRUCE - MILWAUKEE

(Continued from page 22A)

will appeal to children. The authors seem to be unbiased in stating facts of our own history, but they give the usual introductory statements about the condition of primitive man being little above the animals and mention in the bibliography the works of Wells and Van Loon.

Problems in the Education of Visually Handicapped Children
By Ralph Vickers Merry, 260 pages, \$2.50. Harvard University Press, 1933.

This is one of the "Harvard Bulletins in Education" presented by the Graduate School of Education. It is a thesis presented by the author for his doctorate, and as such it has both the merits and the demerits of its type. As a thesis is supposed to show that the writer has performed, or at least knows how to perform, a definite and detailed investigation, a thesis in book form usually contains as does this one, considerable detail that could easily be dispensed with.

However, there is much in the volume of value to every teacher and to parents whose children may suffer from some form of visual handicap. Each chapter has a good summary and this probably compensates for the intense detail of the thesis form of writing.

There is a detailed account of the Nature and Scope of Definitions, of Incidence of Visual Defects, and of Common Causes of Blindness and Defective Vision, a History of the Evolution of Education for the Visually Handicapped, a chapter on the Aims of Education of the Visually Handicapped, another on Pre-School and Kindergarten Training. There are chapters on the Education of Blind Children in Day-School classes and in Residential Institutions; The Education of Partially Seeing Children; Health Problems of Visually Handicapped Children; The Intelligence of the Visually Handicapped; The School Achievement of such Children; Personality Problems, Guidance Problems, and on Problems in Selecting and Training Teachers of Visually Handicapped Children. There is a good summary and an appendix presenting a selected and annotated bibliography that is ample, though one book, now out of print, Jevon's *Psychology of Becoming Blind*, should have been added, and it is to be hoped that the publishers of that work will see fit to issue a new edition, for in this volume the author, a noted oculist, examines himself while he, himself, is slowly losing his sight.

The author has done his work well on those difficult problems of personality, such as "blindness," sex problems, and personality difficulties, and in his suggestions for the need of special guidance to the visually handicapped both in the matter of study and in the choice of a life's work.

To those teachers and students of Catholic schools who read the book, especial pains should be taken to note how the author stresses what he considers an outmoded idea in psychological matters—that of the various "faculties." This reviewer thinks that all too often our Catholic-trained teachers and students fail to see the effect on contemporary theories and philosophies of their own school of thought or what difference it makes when that particular school of thought is forgotten, even in everyday life. A study of that angle would not be amiss in some "thesis" of one of our graduate students who had majored both in psychology and philosophy.—*Edward J. Menge.*

A History of the United States

By Ralph V. Harlow. Cloth, 827 pages, illustrated. Henry Holt and Company, New York City.

This history, which seems to be intended for the high school, follows the chronological order. The author gives some logical reasons for not adopting the prevalent topical arrangement. However, some particular movements are summarized after being covered in the regular order of their development. The chapter headings and subheadings, too, would seem to supply sufficient guidance for summarizing the development of any given topic. This arrangement works out very well.

The book is thoroughly modern in choice of subject matter. It places emphasis upon social, industrial, and economic history in an interesting way. There are many illustrations, mostly reproductions from original photographs or photographs of paintings. The legends under these pictures are well written, but an absence of a title in larger type continually tempts the reader to skip them.

The reviewer wishes the author had omitted the details about the colonial efforts to regulate conduct and dress, and the picture illustrating a modern athletic costume with the accompanying comment.

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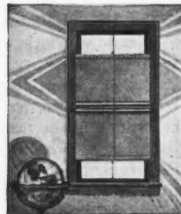
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PUBLICATIONS RECEIVED

Reading for Catholic Students

The Catholic Library Association through its committee on Guidance in Reading has prepared a rather extensive classified list of Vacation Reading for Catholic Students. The list may be obtained from The Queen's Work, 3742 W. Pine Blvd., St. Louis, Mo. The price is 5 cents for a single copy; \$1.50 per 100, etc.

Frequent Journeys to Calvary

By Rev. P. J. Buissink. Bound in flexible fabrikoid. \$1.50. F. H. McGough and Son, Grand Rapids, Mich.

A book for those who wish a frequent change in exercises or methods of making the Way of the Cross. The author presents 21 forms to which he adds the Station Prayers of Msgr. Fulton J. Sheen and the Ligourian, Franciscan, and Calvarian forms. The book is also suitable for spiritual reading or meditation.

Come, Holy Spirit

Paper, 40 pp. Price, 5 cents. Published by Sisters of Charity of Providence, Mount St. Vincent, West Seattle, Wash.

This book explains in detail the ceremonies and the fruits of the Sacrament of Confirmation. It suggests a method of preparation for the sacrament, and concludes with a number of meditations and prayers. Valuable for teachers and useful for distribution to adults preparing for Confirmation.

Basic Woodworking Processes

By Herman Hjorth. Cloth, 264 pp., illustrated. \$1.48. The Bruce Publishing Company, Milwaukee, Wis.

This is a new edition of a popular reference book published originally in 1933. It explains simply and clearly for student or teacher all the basic operations—sharpening, laying-out, sawing, planing, jointing, etc. A good book for school shop or home library.

The Little Story House

A first-grade book. By Miriam E. Mason. Cloth, 158 pp., 70 cents. Beckley-Cardy Co., Chicago, Ill.

An interesting collection of original stories for and about little children. One half of the book is given over to fairy stories, while the remainder consists of stories about small children.

Los Otros Americanos

By Nina L. Welsing and Marjorie C. Johnston. Cloth, 247 pp. Doubleday, Doran & Co., Garden City, N. Y.

The second Spanish reader, based on the history of Central and South America and descriptive of present social and economic conditions in the Spanish-speaking republics.

Catholic Organization for Peace in Europe

By Mary Catherine Schaefer, M.A. Paper, 37 pp. 10 cents. The Catholic Association for International Peace, Washington, D. C.

The School Playhouse

A group of plays for children. By Ellen Lake Austin. Cloth, 114 pp. \$2. Bruce Humphries, Inc., Boston, Mass.

Eight plays suitable for production by children in the middle and upper

grades are included in this rather useful book. Each of the plays has grown out of the author's practical work as a teacher and director of school plays and has been tried out under ordinary school conditions. The Christmas plays and the Education play are not suited to the Catholic school.

Bibliography of Studies of the Home Economics Curriculum, 1926-1934

Compiled by Lila M. Welch and Mary Lingenfelter. Paper, 55 pp. 10 cents. U. S. Office of Education, Washington, D. C.

The past few years have witnessed a decided increase in the number of cities, communities, and institutions which have engaged in revising their curricula. Where in 1917 there were only a few courses in home economics available, today there are hundreds. The present bibliography assembles in separate groups studies of significance for adults, colleges, universities, elementary schools, and secondary schools. The annotations have been kept brief, but describe concisely the method used in the article listed. The bibliography will be found helpful to teachers and others in this field, since few studies in the field have been available in published form in recent years.

Conserving the Sight of School Children

Paper, 34 pp., 35 cents. National Society for the Prevention of Blindness, 50 W. 50th St., New York City.

A report of the joint committee on health problems in education of the National Education Association, the American Medical Association, and the National Society for the Prevention of Blindness.

Civics Guide Book

For the United States and the State of Wisconsin, compiled by C. D. Lamberton. Paper, 60 pp. 30 cents. Lamberton Publishing Co., Berlin, Wis.

This guide book presents a series of unit studies in civics for state and nation and outlines of the history and geography of Wisconsin for seventh-, eighth-, and ninth-grade pupils.

Objective Unit Tests (Science and Biology)

By C. J. Pieper and W. L. Beauchamp. 28 cents list, per pad. Scott, Foresman and Company, Chicago, Ill.

Wag—A Friendly Dog

By Ethel M. Gehres. Enameled paper, 48 pp., illustrated. 14 cents. John C. Winston Co., Philadelphia, Pa.

An artistic new pre-primer. Forty-six pictures from photographs of dogs, rabbits, and birds with simple sentences under the pictures. There are 71 words, all of which will be used in the pupil's primer.

Art for Today's Child

A Bulletin. Paper, 32 pp., illustrated. 50 cents. Association for Childhood Education, Washington, D. C.

This is a collection of abstracts from conference papers which give one a pretty good picture of the modern experiments and the ideas behind them for developing creative expression in children. There is a bibliography of books and a list of available commercial supplies.

Exercise Manual in Problems of Government

By T. M. Stinnett. Paper, perforated, 16 pp. 48 cents. D. C. Heath and Co., Boston, Mass.

A practical study guide and workbook following the outline of Spindt and Ryan's *Foundations of American Government* and giving page references to

(Concluded on page 29A)

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(Continued from page 27A)

several other standard textbooks, as well as special references to various encyclopedias and other books in various fields. The civics class should be extremely interesting and profitable when this guide is followed.

The Farm Chemurgic

By William J. Hale. Paper, 209 pp., illustrated. The Stratford Co., Boston, Mass.

Written by a research consultant, these fifteen chapters seek to explain the importance of agriculture and the superiority of nature's chemical laboratory to that of man.

Unemployment Reserves

Edited by Samuel W. Reyburn, chairman of the Retail Merchants Committee on Unemployment Legislation, 366 Fifth Ave., New York City.

A study outline with pertinent questions and references regarding the economic phases of unemployment insurance.

The Evolution of the Unit Method of Teaching

Edited by W. R. Smithy. Bulletin No. 20 on Secondary Education in Virginia. Paper, 48 pp. University of Virginia Record Extension Series, Charlottesville, Va.

The Wise Choice of Toys

By Ethel Kavin. Paper, 111 pp., illustrated. \$1. University of Chicago Press, Chicago, Ill.

This book presents for parents and others some results of psychological research regarding the educative value of various toys.

A Primer (on foreign trade)

By Samuel Crowther. Paper, 31 pp. The Chemical Foundation, 654 Madison Ave., New York City.

The author describes the content of his "Primer" as: "Comment on the great constructive work of the President of the United States in making arithmetic the basic science of government." The booklet deals especially with an analysis of the principles of foreign trade.

Community Programs for Summer Play Schools

By LeRoy E. Bowman. Paper, 48 pp. Child Study Association of America, 221 W. Fifty-Seventh St., New York City.

Agriculture's Interest in America's World Trade

Prepared in Division of Information, Agricultural Adjustment Administration, Department of Agriculture. Paper, 21 pp. U. S. Government Printing Office, Washington, D. C.

Music Received

Jumbies, by Edward Lear and Dorothy James (cantata for children's voices); *A Note of Golden Song*, by Fred G. Bowles and Louis V. Saar (for double chorus of mixed voices); *Piano Compositions* (Slumber Song, Hunting Song, Chinese Dance, Bells, by Susannah Armstrong; *Tuneful Techniques* (for violin bowing development), by Russell Weber; published by H. T. FitzSimons Co., Chicago, Ill.

Tune In (musical comedy in two acts), by Don Wilson; *Thirty-Three Concert Etudes*, by Gerardo Iasilli (for saxophone); *Fantaisie L'Amérique*, by Andre Benoist; *Master Woodwind Ensemble Series*, by Irving Cheyette and Charles J. Roberts; published by Carl Fischer, Inc., New York City.

Octavo Choruses for Male Voices: *Sweetgrass Range* (T.T.B.B.), by E. R. Warren; *Chanson de Marie Antoinette* (S.S.A.), Jacobson-Andrews; *In the Chimney Corner* (S.A. and S.S.A.), Cowen-DeBrant; *Star of Love* (S.A.T.B. and S.S.A.), Albeniz-Oliver-Andrews; *Song of the Cow Punchers* (T.T.B.B.), J. J. Baird; *So We'll Go No More A-Roving* (T.T.B.B.), Lewys Thomas; *A Patriot Flame* (T.T.B.B.), *The Rising of the Lark* (T.T.B.B.), *Song of the London Watchman* (S.A.T.B.), *Flowers in the Valley* (T.T.B.B.), *The Minstrel Boy* (T.T.B.B.), *Oh, Where Art Thou* (T.T.B.B.), all by A. Whitehead; *Little Blue Bird* (S.A.T.B.), *Viking Song* (T.T.B.B.), *Song of the Cowboy* (T.T.B.B.), *Troopin'*, all by L. Strickland.

Clarinet solos by Gustave Langenus: *Chrysalis*, *Scale Waltz*, *In the Forest*, *Donkey-Ride*, *Mount Vernon Menuet*, *Lullaby*.

Miniature concert repertoire for trombone with piano accompaniment, by Ernest Clarke: *Evening Shadows* (lullaby); *At the Shrine* (prayer); *Garden Festival* (Gavotte); *Strolling Minstrels* (serenade); *Drifting in the Moonlight* (Barcarole); *In Rank and File* (march); *Dancing Sunbeams* (polka); *Chimes*, *Devotion*. All published by Carl Fischer, Inc., New York City.

New-Type Examination

By George W. Frasier and Winfield D. Armentrout. Paper, 16 pages. Scott, Foresman and Company, Chicago, Ill.



An illustration (reduced) from *Colonial Furniture*, by Shea and Wenger (Bruce Pub. Co.).



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